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ABSTRACT

This report briefly describes 40 exemplary special and regular education programs for students in Oregon with serious emotional disturbances (SED) or who are otherwise at risk. The program descriptions are grouped into 11 areas to highlight key program features. These are quality indicators, prevention, remediation, organization, coordination, alternatives, pre-referral, consultant models, screening, evaluation, management, and juvenile court systems. Included for each description is the program title, a contact person, and the level. The narrative descriptions typically cover the program philosophy, organization, unique characteristics, type of student, staffing, training methods, and parent involvement. (DB)

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Oregon's Innovative Approaches for Students Who Are Seriously Emotionally Disturbed Or Otherwise At-Risk

May 1989

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Oregon's Innovative Approaches for Students Who Are Seriously Emotionally Disturbed Or Otherwise At-Risk

SED Design Team and Working Group

Prepared for
Oregon Department of Education

Karen Brazeau
Assistant Superintendent
Special Education

Prepared by
Northwest Instructional Design
Salem, Oregon
Meredith Brodsky, Ph.D.
Darla Wilson, M.A.

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FOREWORD

Learning to work well with young people who have emotional and behavioral problems — this has been reported in survey after survey as one of the greatest areas of need for school personnel. In response to that need, we have:

- Developed a Technical Assistance Paper on SED.
- Presented a series of inservice workshops around the state.
- Undertaken a study entitled, "An Evaluation of SED Students, Programs and Services." The focus was on district identification and placement practices and services provided to identified (SED) and unidentified ("other troubled") students.
- As a result of the study, training needs are being identified and inservice workshops will be provided to teams of school district personnel.
- Another valuable outgrowth of the study is this publication, which describes effective special and regular education programs for students who are seriously emotionally disturbed or otherwise troubled. The information may be useful to you in developing effective services to students with a wide range of emotional and behavioral problems.

For more information, contact Howard Smith, Specialist in programs for students who are SED, 378-3598.

Verne A. Duncan
State Superintendent
of Public Instruction

SED Design Team and Working Group

Hill Walker
University of Oregon

Bud Moore
Hillsboro Union High School

George Sugai
University of Oregon

Vern Jones
Lewis & Clark College

Rob Horner
University of Oregon

Mary Hoyt
Regional Assistant
Administrator
Metro Region, CSD

Judy Miller
Oregon Department
of Education (ODE)

Eugene Edgar
University of Washington

Patricia Brush
Project Director, ODE

Patricia Neill-Carlton
Project Coordinator, ODE

Bob Siewert
Data Specialist, ODE

Steve Slater
Evaluation Specialist, ODE

Howard Smith
SED Specialist, ODE

Clover Stein
Program Assistant, ODE

With Special Thanks to Those Who Contributed to This Manual

Bob Chudek
David Douglas School District
Portland

Geoff Colvin
Lane ESD
Eugene

Diane Cowan
Medford School District
Medford

Cory Dunn
Linn-Benton ESD
Albany

Jorie Ellis
North Clackamas School District
Milwaukie

Dave Enright
Vale Elementary
Vale

Kathleen Fromm
Clackamas ESD
Marylhurst

Petrea Hagen-Gilden
Tigard School District
Tigard

Diane Hensley
Bend-La Pine School District
Bend

Mike Hughes
Riddle High School
Riddle

Katie Hurley
Corvallis School District
Corvallis

Dick Huston
Umatilla ESD
Pendleton

Cathy Jarman
Candalaria Elementary
Salem

Vernon Jones
Lewis & Clark College
Portland

Tom Leonard
Lebanon Middle School
Lebanon

Kerry Luber
Multnomah Middle School
Portland

Thomas Maloney
Eugene School District
Eugene

Bud Moore
Beaverton School District
Beaverton

Robin Naughton
Union County ESD
La Grande

Mona O'Donnell
Lincoln County School District
Newport

Mickey Pierce
Woodstock School
Portland

Robin Porter
Mazama High School
Klamath Falls

Terry Rasmussen
Jackson ESD
Medford

Sue Roessler
Marion ESD
Salem

Bill Smith
Center on Human Development
La Grande

George Sugai
University of Oregon
Eugene

Barbara Tyler
Center on Human Development
La Grande

Eileen Uland
Woodstock School
Portland

Allison Watah
Title IV Indian Education Program
Klamath Falls

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Innovative Approaches To Students With Serious Emotional Disturbances

In 1987 the Oregon Department of Education, in cooperation with the OSEP's* Evaluation Studies Program, initiated a study of programs in the state for students with serious emotional disturbances (SED). The goal was to identify the exemplary and innovative approaches being used to serve students in public school programs who are SED.

Procedures: A survey was mailed to all school districts, asking the coordinators of special education programs for information about program strengths and training needs. Respondents were also asked to identify quality programs for students who are SED or otherwise at risk of leaving school early.

Educators and researchers who work with SED programs reviewed the survey results. They selected programs which represented the various approaches being used, as well as a cross-section of district size and geographic location.

After further discussion with the program coordinators, some 40 exemplary programs were selected for inclusion in this document. The program descriptions were written primarily by program staff or teachers. These are not necessarily the 40 "best" SED programs in Oregon; they do represent innovative and excellent approaches to service delivery.

These 40 SED programs represent innovative and excellent approaches to service delivery.

This report is organized into 11 areas: an Overview of Quality Indicators, Prevention, Remediation, Organization, Coordination, Alternatives, Pre-Referral, Consultant Models, Screening, Evaluation and Management. The range of approaches that have been successful with students who are SED becomes clear only after having read all 40 program descriptions. For more information about a given program, speak to the individual identified with the program as the contact person.

*OSEP = the Office of Special Education Programs, U.S. Department of Education

Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
1. Checklist for SED Programs	X	X		X	X			

1.

Program:	**Contact:**	**Level:**
Checklist for SED Programs Developed by Dr. Vernon F. Jones	Dr. Vernon Jones Campus Box 14 Lewis and Clark College Portland, OR 97219	Elementary Middle High School

Description: The checklist was developed to assist teachers and administrators to evaluate the quality of their SED programs. It includes 43 indicators that have been validated through educational research. This tool is best used to stimulate discussion among professionals who are responsible for the development and implementation of programs for students with serious emotional disturbances.

A 12-point approach to knowing how well the program is doing.

Twelve Components: Once the components forming the basis of quality instruction are implemented, significant and long-term changes in student behavior occur. The components are:

1. An entry procedure that prevents referrals by implementing effective pre-referral interventions.
2. A positive, caring staff that employs effective communication skills, communicates high expectations and models mature adult behavior.
3. A competency-based instructional program.
4. Consistent use of proven classroom management techniques.
5. A general behavior management program that provides uniform structure and positive reinforcement for all students in the program.
6. An individualized behavior management program for each student.
7. A behavioral counseling approach.
8. A social skills training program.
9. Consistent use of interpretive and confrontive feedback.
10. A program for providing parents with training and support.
11. A program for providing assistance and training to regular classroom teachers.
12. A procedure for reintegrating students into the regular school program.

Quality Indicators: For each of the 12 components, from two to six indicators have been identified. Teachers, administrators, or a team of professionals can rate how effective they have been in incorporating each indicator on a four-point scale: Very Effective, Moderately Effective, Limited Effectiveness, No Evidence of the Indicator. As an example, the four quality indicators identified for the twelfth component are:

12. A procedure for reintegrating students into the regular school program.

a. Regular classroom teachers can describe the role of the SED teacher and demonstrate an understanding of their own role in working with mainstreamed students who are SED.

b. Behavioral goals of students who are SED reflect a realistic understanding of the behavioral expectations of regular classroom teachers.

c. Prior to a student being mainstreamed, a procedure is implemented to prepare the student for the specific behavioral and academic requirements of the class.

d. When appropriate, students in the regular classroom are given skills to help them support the student who is SED.

For More Information: Dr. Jones has prepared an article in which he describes each of the components and the rationale for providing services in that area. Ask for: *Major Components in a Comprehensive Program for Seriously Emotionally Disturbed Children* by Vernon F. Jones. Contact the Special Student Services Division at the Oregon Department of Education, 378-3591.

Behavioral Characteristics

Program	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
2. Substance Abuse Program							X	
3. Title IV Indian Education Program	X	X	X	X	X		X	X
4. Temperament Project	X			X				
5. Natural Helpers	X	X	X				X	X

Prevention

2.

Program:
Substance Abuse Program in Corvallis

Contact:
Katy Hurley
Corvallis SD 509J
1555 SW 35th St
Corvallis, OR 97333

Level:
Elementary
Middle
High School

Description: The Corvallis School District's Substance Abuse Prevention Program takes a proactive approach to substance use and abuse by providing a continuum of services to students in grades K-12. These services include prevention, curriculum development, classroom presentations, social competency development groups, intervention services, peer support training and community resource referral.

Organization: A school CORE team has been established in each of the district's fifteen school buildings. The team functions with the assistance of school staff and parents from the local community. A primary task of the team is to develop policies and procedures that address substance abuse with particular focus on five areas:

1. Developing and implementing a policy on chemicals
2. Training youth
3. Providing information on chemicals
4. Promoting alternative activities
5. Enhancing social competencies

Staffing: The Substance Abuse Specialist position is a district general fund budget item. The full-time specialist is responsible for the development, coordination and implementation of the district's alcohol and drug abuse prevention programs. The specialist works cooperatively with CORE teams, youth service agencies, alcohol and drug treatment providers and parent groups.

Application: Schools within the district have developed policy statements concerning the unsanctioned use of chemical substances including alcohol. These statements include a description of the problem, a description of the concerns of the school and the support the school will and will not provide. There are procedures for self-referral, referring others, and emergency or crisis intervention. Several schools use checklists of behaviors that are often correlated with chemical abuse. There are also written consequences for first, second and third or subsequent offenses stemming from chemical abuse.

In conjunction with the specialist, schools also host chemical abuse awareness activities. The activities are varied and address faculty, students, parents, classified staff, bus drivers and community organizations. (School activities for substance abuse during a two-year time period at Corvallis High School are listed in Figure 1.)

FIGURE 1

Substance Abuse Activities:

Faculty inservice
Certified staff and bus drivers inservice
Counseling Department newsletter — section on chemical abuse
Counselor weekly training sessions
Fall Open House movie — "Epidemic 1"
Student/parent/teacher/counselor Marijuana Workshop
Substance Abuse Task Force
Drug/Alcohol Student Support Group
Parents' Fair
Awareness Week with guest speakers
School procedures — substance abuse
Community Plan with teachers, parents, students
Referral procedures developed
In-patient treatment facilities visitations
Parent party/sign-up for drug-free parties
Peer counseling group
Faculty IMPACT workshop

Various substance abuse activities have been conducted with staff, students and parents at Corvallis High School.

3

Program:
Title IV Indian Education Program
in Klamath Falls

Contact:
Alison Watah
Title IV — An Indian Education Program
Klamath Union High School
Monclaire St
Klamath Falls, OR 97601

Level:
Elementary
Intermediate
High School

Administration: As a result of the 1972 Indian Education Act, Title IV has been helping Native American students in the Klamath Falls area for more than ten years. The Title IV and Johnson O'Malley programs are administered by the Klamath Falls School District. Guidelines are set by the Federal Register and allow wide flexibility in how the program is operated. The direction, goals and objectives are determined by a Parent Advisory Committee composed of Native American students and parents, teachers, high school students and advisory members from the local area. The parent committee meets monthly for program business and to plan, monitor and evaluate program activities.

Purpose: This program is designed to prevent students from dropping out of school, to help Native American students avoid academic failure, and generally to encourage and support students. The program goals are to improve attendance, strengthen academic performance, provide access to counseling services, improve self-esteem of students, and provide information and advice on career and college opportunities. Program goals are carried out through home visits, personal and academic counseling, parent-teacher-student conferences, attendance and grade checks, faculty and staff training, tutor and guidance referrals, social service referrals, and student activities.

During the last school year, the program served 230 Native American students in kindergarten through grade 12. Approximately 30 different Native American tribes are represented in the Klamath area.

Purposes:

- ***to prevent students from dropping out of school***
- ***to help Native American students avoid academic failure***
- ***to encourage and support students generally***

Types of Support: For students who need help on a regular basis, student study skills improvement classes are available through Johnson O'Malley (JOM) at both high schools in Klamath Falls. After-school tutoring can be arranged for individuals with special academic needs. In addition, private therapy is available for individual and group counseling when determined necessary by the Indian Education staff. The JOM program is also responsible for arranging speakers, presentations and activities to heighten the cultural awareness of Native American students and the entire school community. Program staff meet with parents to educate them about the importance of their children receiving an education and the importance of parent involvement in the educational process at home and at school.

Staffing: Four staff people are involved with the Title IV-A and the JOM federally funded Indian Education programs. A school district liaison supervises both programs out of the assistant superintendent's office. Each program has a coordinator; a resource person assists the coordinator of the Title IV program. Both programs work out of the same main office at Klamath Union High School. The Title IV coordinator works with students in all nine schools in the district covering all age groups. The JOM coordinator and Title IV resource person work primarily in the junior high and high schools.

4.

Program:	**Contact:**	**Level:**
Temperament Project in La Grande	Bill Smith Center on Human Development 1100 "K" Ave La Grande, OR 97850	Ages 4 months-5 years

Purpose: This project is based upon research by Chess and Thomas, which indicates that about 10 percent of children have "difficult" temperaments that are associated with a risk of developing behavioral or psychological problems. To help prevent at-risk and severe emotional disturbances, project staff screen children between the ages of 4 months to 5 years. They then work with the parents of children who have been identified as having "difficult" temperaments. In addition, to support this project, parents of children who have very high test scores are referred to Mental Health Division services.

About 10 percent of children have "difficult" temperaments that are associated with a risk of developing behavioral or psychological problems.

Funding: The Temperament Project is funded through the Oregon State Mental Health Division — Mentally and Emotionally Disturbed Program Office. The project is staffed by a project director who is a mental health professional with the Center for Human Development. It operates through a parenting support agency called the Center for Parenting Excellence.

Screening: The education service district provides preschool screening for all three- to five-year-olds in the county. This screening is done primarily to identify children with physical handicaps and learning disabilities. Screening now includes identifying "difficult" temperaments. The temperament identification or screening tools are a series of temperament questionnaires developed by Dr. William Carey. In addition, the Achenbach Child Behavior Checklist, the Parenting Stress Index and the Eyberg Child Behavior Inventory are used to make treatment determinations.

Parent Interventions: The basic philosophy of the project is that children are different and as a result have different parenting needs. The project staff seek to identify the 10 percent of the population of children that have "difficult" temperaments and work with their parents to develop parenting skills that will give a better "fit" between the basic nature of the child and the parent.

This is accomplished through eight training sessions. Parents are taught to adjust their parenting skills to the child's personality so there will be fewer and less intense problems when they occur.

Typical Case History: Amy is a four-year-old girl who comes across as "adorable" and very intelligent to most people she meets. While her mom acknowledges Amy's intelligence, she sees Amy as being anything but "adorable." To her, Amy is an excessively demanding child who is rarely happy with anything. Amy's mom often feels that Amy tries to upset her. Because she doesn't have good feelings towards Amy, the mother feels guilty.

The temperament viewpoint provides a rationale for approaching this situation. According to this viewpoint, Amy tends to withdraw when she encounters new stimuli and does not adapt easily to change. She has a strong tendency to react negatively when she displays emotion and is generally loud when she does react. In public, there usually is sufficient new stimulation to make her withdraw and, as a result, she is shy. At home, and especially with Mom, Amy feels comfortable and is free to be loud, to be negative, to demand that things don't change too rapidly, and to cling to Mom when they do change rapidly. Most parents, in this situation, either blame the child or feel inadequate as parents.

This program tries to facilitate a different reaction from parents. Parents are taught to understand and accept their child's temperament and to focus their efforts on helping the child to develop. With a better fit between parenting practices and the child's temperamental characteristics, the behavioral disturbances which often develop in difficult temperament children are prevented. The process of providing this better fit involves: (1) helping to make the parent-child interaction more positive through education; and (2) helping parents learn new ways of dealing with their children's behavior.

With a better fit between parenting practices and the child's temperamental characteristics, the behavioral disturbances which often develop in difficult temperament children are prevented.

5.

Program:	**Contact:**	**Level:**
Natural Helpers Program in La Grande	Barbara Tyler Center for Human Development 1100 "K" Ave La Grande, OR 97850	Elementary Middle High School

Type of Student: This is a prevention program that targets all students with problems in a school. Students who are being abused, who threaten suicide, or who have drug and alcohol-related problems are targeted for referral and assistance.

Philosophy: Within the school setting some young people try to handle their stresses alone. If they seek help, it is usually from their friends who share similar values, expectations and experiences. Within every school, an informal "helping network" exists. Students with problems naturally seek out other students or teachers and other staff whom they trust. The Natural Helper (NH) program polls students in the school to identify these existing helpers, thus taking advantage of a natural resource. These helpers are then trained and supported by school staff. The result is more effective help and less helper burnout. Staff report that this approach can be easily adapted to the needs of individual schools.

Selection of Natural Helpers: In small schools about 10 natural helpers are identified; in large schools this number is increased to about 30. The students are identified through a poll conducted with all the students in the school. Using the results, NH students are selected to represent a cross section of age groups, sex and the different peer groups. Because it is critical to the success of the program to include students from all peer groups, occasionally a student who is in an "at risk" or "high risk" group will be approached and invited to become a Natural Helper to ensure that a cross section of the school is represented.

One potential problem of this approach that schools report is that the NH group may develop an elitist attitude and see themselves as "super, solve everybody's problems" helpers. To help combat this attitude and use the natural network that is already operating, the names of NH students are not posted or in other ways publicized in the school.

Training: Natural Helpers from each individual school district are brought together for a training session that lasts three days and two nights. This training occurs at the beginning of the school year at an off-school site to help break down peer group prejudices. The curriculum is designed to build listening skills, trust, decision-making, and to help NH students identify crisis situations. Crisis situations might include physical signs of substance abuse that indicate a person needs immediate medical care, physical or sexual abuse, depression, suicide and stress. The focus of all training is giving NH students ways to help students who are in need and providing information about the types of help that are available and how to make referrals.

"Natural Helper" students learn how to help others in need.

Application: NH students are those students whom others naturally tend to contact when there are problems. In addition, teachers, counselors or others may recommend that a student with a particular problem seek a natural helper and talk with him or her. Sometimes an NH student is asked to approach another student who may be having a problem.

An interested teacher or counselor is designated at each school. NH students must report all cases of child abuse, sexual abuse or suicide threats. They are taught the signs of substance abuse that require immediate medical care. The training program presents drug and alcohol abuse as a disease and encourages NH students to refer students with drug and alcohol problems for help.

To develop a Natural Helpers Program:

1. Develop an Advisory Committee at each school. The building principal should be part of the committee to help lay the groundwork for development of an NH program. The committee can start small (3-4 members) and grow after NH students have been selected.

2. Gain support for the program by approaching the school board, school staff and community groups to familiarize them with the program.

3. Survey the schools to identify the Natural Helping Network of staff and students. This poll can also be used to identify problems which exist in the school and which could be addressed once the NH Program is going.

4. Train the Natural Helpers. Choose an off-campus sight to help break down peer group prejudices. La Grande strongly recommends a 2 1/2 to 3-day camp.

5. Establish program goals and projects as well as a support system for the Natural Helpers.

Costs: In Union County, a person has been hired in the Drug and Alcohol Program using Student Retention Initiative funds to oversee this program and follow-up on referrals. Teachers or counselors who work with the Natural Helpers in schools volunteer their time or have their time picked up by the school district. The largest single cost is the three-day training that takes place at the beginning of each school year.

Adaptations: This program can be adapted easily to meet the needs of schools. For example, at some high schools in this county, the Natural Helpers form a welcome wagon team to meet new students and acquaint them with the school. Also, at the end of each school year, all Natural Helpers from all the schools come together for a day to celebrate their work.

Reference: The curriculum, developed by Robert Fitzmahan, is available through the:

Comprehensive Health Education Foundation
20832 Pacific Hwy S
Seattle, WA 98188
Telephone: 206-824-2907

Behavioral Characteristics

Program	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
6. Techniques for Managing Escalated Behavior	X	X	X					
7. "Feelings Curriculum"	X	X	X	X		X		
8. Mainstream Model	X	X	X	X				
9. Walker Social Skills Curriculum	X	X	X	X	X			
10. Walker School	X	X	X	X		X		
11. Contract System	X	X	X					
12. Social Skills and Problem-Solving Training	X			X				
13. The Entry-Exit Model	X	X	X	X	X			

6.

Program:
Techniques for Managing Escalated Behavior at Lane ESD

Contact:
Geoff Colvin
Lane ESD
1200 Hwy 99N
PO Box 2680
Eugene, OR 97402-0374

Level:
Middle
High School

Definition of Escalated Behaviors: "Acting out" is probably the most common behavior reported by teachers of students in the classroom who are SED. This behavior has many forms: violence, physical and verbal aggression, serious tantrums, loud talk, escape (slamming the door on the way out), loud arguing, fighting and self-abuse. These behaviors are often explosive and are a serious concern because of the safety of other people and the particular student involved. The conclusion in many cases is that public schools are not appropriate for these students.

General Approach to Managing Behaviors: The serious behaviors identified above can be described in terms of a chain of behaviors with the serious behavior as the final step of the chain. Techniques for managing escalated behaviors involve first, accurately defining the chain and second, designing intervention(s) that can be applied early in the chain to prevent the chain from running its course. Subsequently, the serious behaviors at the end of the chain are preempted.

Typical Example: During independent work in English, the class is expected to complete written answers to some questions from the textbook. Michael is sitting slouched in his seat staring at the floor. In the following interaction look for this chain: agitation, questioning, arguing, noncompliance, verbal abuse, physical abuse. While the student's behavior overall may be regarded as unacceptable, it may have been possible to have prevented the whole scene had the teacher managed the earlier steps differently. The interaction that follows goes like this:

Teacher	Student	Pattern
Michael, you need to start work.	What assignment?	Questions
The work you didn't finish during the period.	I did finish it.	Argues
Well, let me see it then.	I don't have it now.	Continues arguing
You will either have to do it again or show me the work.	I am not going to do it twice. It's not fair.	Noncompliance
You will have to do it now.	Make me.	Defiance
If you don't do it now, you will have to do it in detention.	F--- you.	Verbal abuse
That's disrespect (writes an office referral).	Throws books on the floor and pushes desk over.	Physical abuse
That's it! (Grabs student by the arm.)	Violently pushes teacher away.	Serious physical abuse.

Many acting-out behaviors are the last step in a predictable chain of behaviors. It may be possible to prevent those "scenes."

Contrasting Scenario: In this script, once the teacher became engaged through the questioning routine, the chain was highly likely to run its course. If the agitation (staring at the floor) was a common behavior predictive of "trouble," then the teacher could have established a plan to deal with the problem. For example:

Teacher

If you have a concern, then let me know or ask for help beforehand.

The questioning routine could have been prevented through the teacher controlling the question time. A rule could be established with the class that after directions are given on an assignment, a few minutes for questions will be allowed and after that students are expected to begin work. Students who begin work after question time are strongly acknowledged and those who do not are reminded. A mild negative consequence could be delivered if the student continued to just sit. Naturally the teacher would not respond to questions following the question time.

Steps to Managing Escalated Behavior: Many acting-out behaviors are the last step in a predictable chain of behaviors. These behaviors are often prompted by successive interactions between the teacher and the student. If the teacher-student interactions are carefully controlled early in the chain then there is a very good chance that the student will learn replacement strategies and more serious behaviors will be extinguished. Staff suggest that when this happens students who are SED will have a chance of completing their education in a public school setting. The overall plan in managing behaviors is to:

1. Chart the chain of behaviors of the student.
2. Develop alternative strategies for the student before the onset of agitation.
3. Studiously avoid getting engaged with the student.
4. Stay detached from the student's "routine."
5. Stay focused on the expected behaviors.
6. Provide strong reinforcement for compliance with expected behaviors.
7. Provide mild negative consequences for behaviors early in the chain.
8. At all costs avoid power struggles and any forms of physical contact.
9. Have a plan in place for the serious behaviors at the end of the chain in case the above procedures do not work (or more commonly were not followed).

7.

Program:	Contact:	Level:
"Feelings Curriculum" Used in the Shelter Home Classroom Offered Through Jackson ESD	Terry Rasmussen Jackson ESD 101 N Grape St Medford, OR 97501-2793	Intermediate High School

Unique Characteristics: Students in the program are residents of the Jackson County Shelter and Evaluation Center. Placement in the Shelter Home is made by caseworkers from the Juvenile Department, CSD or Youthworks, Inc. The average length of stay is 30 days. Students range in age from 10-17 years. All students come to the classroom with a myriad of personal and family problems and with a variety of coping skills, both prosocial and antisocial. The common thread connecting nearly all students is confusion about feelings resulting from living in dysfunctional families. The focus of this program is helping students to understand the feelings of others and giving them skills to express their own feelings.

Special Difficulties: Students come to the classroom from dysfunctional families. Research has shown that the three unwritten rules in a dysfunctional family are: Don't trust. Don't talk. Don't feel. It is difficult to create an atmosphere where children growing up with these rules will feel safe enough to break them.

Description of the Program: Students are placed in the program for about 30 days, and exit the program whenever the next placement becomes available. Their next placement may be a foster home, a treatment facility or a return to their previous placement such as their home or living with a relative. This "revolving door" atmosphere keeps everyone on edge about what's going to happen next. Stress levels are high and this stress is talked about in the program. Relaxation exercises and guided fantasies are a way of relieving some of the tension felt by most of the students. Recreational activities which reduce anxiety are commonly practiced. These include swimming, volleyball, hiking, jogging and dance. The activities are spread throughout the educational week.

While in the classroom, virtually every academic area deals with feelings. All spelling lists are feeling words. Students are required to define, use in sentences, spell correctly on a written test and discuss the words with a foster grandparent who volunteers time in the program. Stories read by students are taken from interest inventories filled out at the time of entry. These stories can be works from classic literature or can be scripts from popular television shows or movies. Most deal with teenage problems and the emotions felt by characters in those experiences.

This same general idea is used in social studies. With a group which changes on a daily basis it can be impossible to carry out a planned unit of study. The answer lies in current events. Textbooks are the newspaper and news magazines. Lessons cover anything from the feelings of a teen in Nicaragua to growing up black in South Africa with the apartheid system.

There are also weekly visits to a local nursing home. Prior to their first visit, students study aging. They are asked to imagine themselves as old persons, to describe what they have accomplished throughout their lives and to tell what activities they do as an elderly person. The feelings of the aged are explored and hopefully felt through these exercises. On rest home visits, students are expected to assist the residents in games, listen to storytelling and generally take the place of the adult in the relationship.

Feelings are also incorporated into mathematics. Budgeting and money management can be the number one reason for marital breakup in our society. The stresses of turning 18 are explored; the responsibility of bill paying is taught. A unique tactic taken by this instructor is to expose students to finer things in life: they might visit the Presidential Suite at Ashland Hills Inn; they visit the ballroom at the Mark Antony Hotel or price expensive cars at local car dealers.

Children from dysfunctional families don't trust, don't talk, don't feel. In this program, students learn to understand how others feel and to express their own feelings.

The reason is simple — to have the finer things in life one must aspire to education beyond high school and one must work HARD. Drug abuse has no place in a plan towards having nice possessions. The staff admit that this may be seen as a capitalistic point of view, but emphasize that the majority of students in this program live with addicts or alcoholics and are poor. They hope that this exposure could be the motivation they need to help pull themselves out of a vicious cycle.

Other Agencies: Other agencies are asked to offer their expertise in many aspects of the lives of children from dysfunctional families. One of these is On Track, Inc., an alcohol and drug education program. A counselor is available weekly to facilitate groups for Children of Alcoholics. Characteristics of children of alcoholics are reviewed and discussed. Students can find comfort in discovering that they are not alone in their pain of living in an alcoholic family.

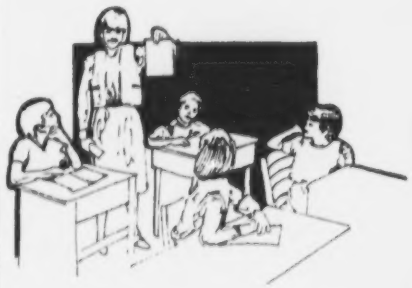
Another agency which makes itself available to the Shelter Home Classroom is Southern Oregon Vietnam Vets Outreach. Many of the students in the class are children of combat vets who are suffering from Post Traumatic Stress Disorder (PTSD). Students are helped to understand this syndrome and receive techniques in dealing with dads who may be experiencing PTSD.

Finally, because of the need to educate this population in sexual decision making, Planned Parenthood offers weekly discussion/education groups. Such topics as self-esteem, values, communication, body changes and development, and sexually transmitted diseases are covered. Currently much emphasis is placed on AIDS education.

8.

Program:	**Contact:**	**Level:**
Mainstream Model at Candalaria Elementary School in Salem	Cathy Jarman Candalaria Elementary 935 Hansen Ave S Salem, OR 97302-5921	Elementary

Description of the School: This school is in a very stable, middle to upper middle class area of the Salem community. Students have a less than 20 percent mobility rate. The class averages for academic scores are higher than normal. The staff feels that students who are below average are surrounded by many positive role models. The philosophy of the school is that they do not allow any child to fail. There is no pull-out program for children who are SED or have SED characteristics. Instead, the staff employ many techniques and rely on the attributes of the school to work with these children.



Identification: Staff try not to label children with behavior or emotional problems unless it is the only way a child can qualify for special education services. If children come into the district with an SED label, staff work hard to provide interventions so that the child does not have to keep that label.

Interventions: There is a continuum of interventions to deal with disturbed behaviors. These are outlined and written into an IEP for the child. Team members cooperate to provide any needed support for the classroom teacher. Specific interventions may include the following:

- The child may be placed on a contract for good behavior with appropriate positive rewards and consequences. The contract is drawn up by the school counselor.
- Parents are involved in interventions. One of the ways they can participate is to supply positive rewards at home.
- Children on contracts usually carry "chips" or tokens which are taken and re-earned depending on behavior. The child determines how many tokens or chances they wish to "spend" each day before negative consequences such as time-out or termination of the school day are implemented.
- Frequent checking of behavior contracts provides feedback to the child on progress, and allows staff to track how a program is working. At Candalaria, behavior contracts are checked each day, goals for the day are set, and consequences are reviewed each afternoon. Points are issued and recorded depending upon the number of tokens that were kept for the day. These accumulate for a positive reward.
- The child can tell where s/he stands by the number of chips in hand. This serves as a monitoring device all day. The chips are turned in for points at the end of each day.

- Social skills instruction occurs on a regular schedule with the counselor. The focus of the instruction depends on issues particular to the child as they arise.

- There is regular contact with the parents. This contact is supportive and consistent. A home school report on a positive note is sent home on a regular basis to keep parents informed.

- Videotaping is a strong intervention. The child is videotaped while interacting in a group. This video is presented to the child and the interactions are reviewed. This is a powerful procedure for working on behavior changes.

Success: Staff suggest that in part the success of their program can be attributed to the low number of students who are SED that they have. They believe that children who are SED should be spread out throughout the district. "They thrive in schools where they do not have 20 or more 'labeled' kids to feed on each other."

The school does not allow children to fail. Those who are SED are not pulled out or labeled as such . . .

9.

Program:	**Contact:**	**Level:**
Walker Social Skills Curriculum: The ACCESS (Adolescent Curriculum for Communication and Effective Social Skills) Program	Dr. Hill Walker University of Oregon Center on Human Development Eugene, OR 97403	Middle High School

Description: The ACCESS program is a comprehensive social skills training program for both nonhandicapped and adolescent students who are SED. Training procedures are empirically valid, thoroughly described and systematically sequenced. Each social skills lesson is detailed and could be implemented by teachers with a minimum amount of review and practice. Teachers who have received training in direct instruction techniques or other forms of systematic teacher-directed teaching procedures should have little trouble with this curriculum. Assessment and placement forms, homework assignments and situational role play cards are included with the curriculum.

Prerequisite Skills: Students should be in reading at a fourth- or fifth-grade level and have simple language skills. There should be an ability to participate in and learn from role play activities and enough academic engagement skills to attend, follow simple directions and listen.

Content: The ACCESS curriculum consists of 31 social skills taught across three domains: adult-related, peer-related and self-related.

- Peer-related skills consist of: (1) interactive skills, such as listening, greeting other people, joining in with others, having conversations, borrowing, offering assistance, complimenting others, showing a sense of humor, keeping friends and interacting with the opposite sex; and (2) coping skills defined as negotiating with others, dealing with being left out, handling pressure from peers, expressing anger and coping with anger.

- Adult-related skills are getting an adult's attention; disagreeing with adults; responding to requests by parents, teachers and employers; doing quality work; working independently; developing good work habits; following classroom rules and developing good study habits.

- Self-related skills include taking pride in one's appearance, being organized, using self-control, doing what one has agreed to do, accepting the consequences of one's actions, coping with being upset or depressed and feeling good about oneself.

Organization: Each lesson is built around a "triple A strategy": students and teachers learn strategies to assess, amend and act. In lesson 1, students are taught to: (a) Assess: Determine if the situation is comfortable or uncomfortable and what went wrong; (b) Amend: Decide what changes to make; and (c) Act: Try it out; try out the change.

Using a "triple A strategy," students learn to:

- ***Assess what went wrong***
- ***Amend their behavior***
- ***Act out the change***

A typical lesson consists of a review of the previous lesson and introduction of the new skill. There are both negative and positive examples of the skill and students identify the critical features of the skill. For example, the critical features of "Expressing Anger" are: (a) stay in control of your anger; (b) be firm but fair; (c) be respectful and polite; and (d) try not to injure people or hurt their feelings. In a negative example, a student pushes and calls another student a name when soup is spilled on him. In a positive example, the same student expresses his anger more appropriately by asking for help and kidding with the student.

Students learn to express their anger more appropriately . . .

The central message of the lesson is summarized and students then practice the skill, have a situational role play, discuss its application and develop a student contract for its generalization throughout the day.

Direct Instruction: Lessons are built upon principles of direct instruction. The skills are clearly defined with a careful selection of examples and nonexamples of the skill. In the lesson on "Taking Pride in Your Appearance," the skill steps and an example are discussed:

Teacher	Student
"The first step in taking pride in your appearance is to pay attention to how you look and feel. What's the first step?"	"Pay attention to how you look and feel."
"Paying attention to how you look and feel reminds you to take care of yourself. What are some things the girls noticed about Ross that would make you think he pays attention to how he looks and feels?"	"Looks good and it shows, sets a good example, works out."
"The next step in taking pride in your appearance is . . ."	

Beginning skills are easy and become progressively more complex. There are many opportunities to practice and apply skills. At the beginning of each lesson, the critical features of the skill from the previous lesson are reviewed and students are asked to tell how they used the skill. For example, "coping with being upset or depressed" students are asked: (a) Did you use this skill; (b) Whom did use of this skill involve; (c) How did you use this skill; and (d) What happened when you used this skill? At the end of each lesson, the new skill is reviewed and students are asked to write a contract that indicates how they will try out this skill.

To help ensure that students will generalize skills to untaught examples, there are multiple examples of each skill based on principles of general case instruction. Lessons also include methods to systematically correct and reteach procedures when mistakes are made.

Time: Instruction is presented in small group teaching formats for one hour each day. It takes two to four months to move the average student through the program.

Reference: Walker, H.M., Holmes, D., Todis, B., & Horton, G. (1988). Walker Social Skills Curriculum: The ACCESS (Adolescent Curriculum for Communication and Effective Social Skills) Program. Austin, TX: ProEd.

10

Program:
Walker School offered through
Jackson ESD

Contact:
Terry Rasmussen
Jackson ESD
101 N Grape St
Medford, OR 97501-2793

Level:
Elementary
Intermediate

Description: Walker Elementary School has a Behavior Management Classroom that receives its students in conjunction with the Southern Oregon Child Study and Treatment Center. Six students at the elementary level attend the program in the morning. Six students at the intermediate level attend in the afternoon. During the half-day when they are not at Walker School, students are at the private day treatment program. The location at the public school provides the opportunity for students who are SED to observe and practice adaptive behaviors of a peer group. All students in this classroom are in regular classroom settings for at least part of their day, and have access to all regular services and special events offered by Walker School.

The program is placed in a public school, so students who are SED can learn from their peers in regular classroom settings.

Student Characteristics: Students in the program have been referred to the day treatment facility. The majority have severe behavior or acting out problems. A few students are truly emotionally disturbed. Ten to twelve students are in the program at a time, usually for two to three years.

Staffing: The classroom is staffed with a certified special education teacher and a classroom assistant. The teacher and assistant are part of the Jackson ESD's Emotionally Handicapped Program. A supervisor for this program supervises the teacher and coordinates services for the classroom.

Program Description: Cognitive and behavioral techniques are used to teach adaptive behaviors to students in the program. Classroom behaviors are taught through direct instruction. Each student has a daily point card that identifies positive target behaviors. The child is praised and receives points for using appropriate behaviors. When adaptive behaviors are not used, the desired behaviors may be prompted or modeled.

Direct instruction and modeling adaptive behaviors are used in planned lessons. Lessons address problem solving in daily conflict, playground behaviors, how to make friends and other prosocial behaviors. Students have the opportunities to use these skills daily. All of the students participate in recess, lunch, library programs and special events. The amount of time that the student is mainstreamed is increased as behaviors become adaptive. As the students adapt to the mainstream, their Behavior Management Teacher becomes a consultant to the mainstream teacher.

11.

Program:
Contract System in Lebanon

Contact:
Tom Leonard
Lebanon Middle School
60 Main St
Lebanon, OR 97355

Level:
Middle School

Description: The contract system used at Lebanon Middle School has been built around three stages:

Stage I. If a teacher is having discipline problems with a student s/he takes the concerns to a discipline committee. This committee is made up of an administrator, three teachers, and in the past has included a counselor. The committee may advise the teacher to: (1) implement methods, strategies or ideas that have not previously been used; or (2) place the student on a contract.

Stage II. The student is placed on a contract. At Lebanon Middle School, 15 out of 450 students were placed on contracts during the 1987-88 school year. To develop a contract:

1. A staffing is held to gather information about the problem behaviors.
2. A meeting is held with the student to develop a contract. The contract includes consequences for desirable and undesirable behaviors.
3. The specifics of the contract are finalized with a meeting involving the student and his/her parents.
4. A final staffing is held to discuss the mechanics of the contract with the teacher.

Usually a route sheet is sent with the student during the day so that each teacher can write about the student's behavior. The route sheet asks each teacher questions that are specific to each student's behaviors. Generally, the route sheets are photocopied and mailed home each day so that parents are kept informed of their child's progress.

Figure 2

Flow Chart for Managing Student Misbehavior

Team 1 (2 teachers, 1 administrator, 1 counselor)

↓

1. Solve the problem
   OR
2. Advise/develop a plan to try
   ↓
   may review and try again
   OR
3. Involve student immediately with administrative discipline through front office

↓

If these procedures do not work or if they seem inappropriate due to the magnitude of the problems described, move to Team 2 (counselor, administrator, A-Period teacher, one classroom teacher).

↓

Team 2

↓

Gather information

↓

Choose specialized course of action from menu of possible choices. This plan would be developed for the behavior management of that particular student. The menu would include options like these:

↓

1. escort from class to class
2. weekly parental meetings
3. contract
   ↓
   review/fine tune
4. eating lunch in a designated time-out room

Review plan as needed.

↓

Fine tune or revise the plan if necessary. If this plan, after its revision, fails to help the student manage behavior satisfactorily, move to Team 3 (both building administrators, both counselors, head of special services, special education case coordinator).

↓

Team 3

Choose a new course of action from a new menu of possible choices including but not restricted to home tutoring, 1/2 day in self-contained classroom, or expulsion.

Stage III. The contract is implemented and revised. Usually, the behavior of students on contracts improves. Each contract has a termination date so that with progress the contract simply stops.

If the student's behavior does not improve or becomes worse, the contract is adjusted or outside resources are contacted to provide additional suggestions or assistance. Additional adjustments to a contract might include:

- placement in a self-contained classroom
- a shortened school day
- loss of privileges
- referral to a youth services team
- referral to outside agencies
- home instruction

Advantages: The contract system offers advantages to the students, parents and teachers. First, students can develop a clear sense of their own responsibilities. As their choices and the consequences are clarified they feel less like victims of vague or unfair systems. The contracts are easily individualized and are written to use the student's own language. This lessens the number of misunderstandings. Because contracts can be quickly changed, a student is not stuck with an agreement that is ineffective.

The contract system helps clarify each situation for student, parent and teacher.

Parents benefit because they have a format for being informed about their child's behavior, they can participate in the development of a system for improving behavior, and they receive daily reports on their child's progress.

Teachers have a clear and consistent method for working with students who need help in making good choices. As a result, teachers can feel more proactive and less reactive towards students who behave inappropriately.

12.

Program:	Contact:	Level:
Social Skills and Problem-Solving Training in Tigard	Petrea Hagen-Gilden Tigard SD 23J 13137 SW Pacific Hwy Tigard, OR 97223	Elementary Middle High School

Approach: Materials used in this classroom are compatible with many models including behavioral, cognitive behavioral, social learning theory and/or rational emotive therapy model. Staff try to maintain a perspective from one of these theoretical models in program planning and choosing activities for students.

Social Skills Training: In social skills training and in teaching problem-solving strategies, staff draw from the following curriculum:

Rochester Problem Solving
Access & Accepts
Dembrowski's Affective Curriculum for Adolescents
ASSET
Thinking, Changing, Rearranging
Think Aloud
Waksman's Social Skills Curriculum
Innerchange
Choices & Challenges
How to Put Up with Parents
Good Apple
Social Skills for Daily Living
The Educational Planning Strategy
Thinking Straight/Talking Sense

The SED specialists meet with students in social skills groups daily. Students are grouped by need. For example, at the junior high some gifted students are in an underachieving and self-defeating group. The school psychologist meets with groups once weekly and with individuals as appropriate.

Specific Problem-Solving Techniques: The staff select specific behaviors for students to improve. These targeted behaviors may include both social and academic skills. For example, a student might be working on appropriate greetings and having appropriate materials ready for class. When the student enters class, the teacher monitors the greeting and checks materials. Results are tracked on student data sheets. Students are taught goal setting, monitoring and progress charting so that they develop self management skills.

Working with Parents: The staff has abandoned the practice of offering parenting classes. Instead, they have found it much more effective to identify the parent(s) of a particular student and invite them to meet with staff for several weeks in a row. Parents who are targeted have students who are in immediate need of a more intensive program across home and school, or the parents have expressed interest in a school home program. A combination of modeling and explanations of principles of instruction that are used in the program planning is effective in teaching parents new skills.

If parents cannot come in during staff working hours, the school has developed flexi-hours so that the psychologist can meet with parents at their convenience.

The staff select specific behaviors for students to improve . . . both social and academic skills.

Data: Data from student's goals are used in group meetings and to help set new goals. The information is also shared with parents.

Staffing: There is an SED teacher for each classroom. In addition, a school psychologist provides inservice to school counselors to train all students within a building.

13.

Program:
The Entry-Exit Model

Contact:
Dr. Bud Moore
Director of Special Education
Hillsboro Union High School District
645 NE Lincoln
Hillsboro, OR 97124
(503) 640-4631

Level:
Senior High School
(grades 10-12)

Unique Characteristics: An "entry-exit model" allows for identified students who are SED to be grouped to address individual and group processing skills at the beginning (entry) and end (exit) of the school day. Ongoing social work services provide teachers with regularly scheduled case consultation and planning plus individual counseling to students. The SED teacher's instructional responsibilities are reduced to allow for contact and monitoring with students, teachers, parents and school administrators. Specific classes are available to develop student interpersonal communication, social and academic planning skills.

Description of the Program: The focus of the program is one of providing sufficient support and specific social skill training to allow the student to benefit from regular and/or special education services on a high school campus. The "entry-exit" approach to each school day provides service options depending on the emotional/social needs of a student.

The "entry" part of the system provides for up to a two-hour block for those students who have difficulty making the transition from home to school in the morning. A student may be scheduled for either one or both classes depending upon need. Likewise, it is often difficult for students to make the transition between school and home in the afternoon; an "exit" class offered the last period of the day can assist with that transition. Those classes emphasize the following:

The "entry/exit" approach allows time for students to make a transition between school and home.

1st period: Interpersonal Communication — A class designed to problem solve, utilizing group processing. Individual behavior plans with weekly goals written by the students, focusing on their identified area of concern.

2nd period: Social Skills — A class designed to facilitate growth and development of social skills through teacher instruction, role playing and discussions. Students reflect upon how thoughts and feelings influence actions. Emphasis is placed upon the acquisition of coping skills.

8th (last) period: Survival Skills — A class designed to provide academic/tutorial assistance and organizational strategies regarding assignments and homework, as well as planning for evening activities. Diffusing time, incorporating both individual and group problems, is also provided for students who have had difficulty during the day.

Students with needs in any of these areas may be placed in one, two or all three of the classes depending on the individual need. It is generally recommended that incoming sophomore students who are SED with a history of support services be placed in at least one of the above classes during the first semester, and students who are SED coming from primarily self-contained classrooms be placed in at least two of the classes during the first semester.

As a student enters the high school SED program, each assists in writing his/her own contract, which is an extension of the student's IEP behavioral page. The contract is most powerful if the parent is present as the student is writing the contract; parental signatures are required on contracts for students less than 18 years of age. Copies of the contract are then provided to each of the student's mainstream teachers, to the vice principal, plus a copy is placed in the student's file.

The contract extends for a period of four weeks, with the SED teacher monitoring the student's weekly progress. If the student successfully completes the terms of the contract, it is terminated. However, the weekly monitoring between the SED teacher and the mainstream teachers continues for a second four-week period to ensure that the student remains successful in mainstream classes. Upon successful completion of this eight-week period, the student then moves on to a new goal area, writing and implementing a new contract, but utilizing the same monitoring process.

Since the goal of the program is to get students to assume responsibility for their own success in school, an inverse relationship exists between the amount of student success and the amount of SED teacher contact. As a student progresses towards independence, enrollment in one or more of the classes may no longer be necessary, and monitoring student success in classes may be the only support provided. Monitoring support includes academic and behavior checks by the SED teacher in the student's mainstream classes, offering consultation services to the mainstream teachers, maintaining personal contact with the student and advocating on behalf of the student as appropriate.

A mainstream data collection system consists of a sheet that covers a one-week time period, with space for daily teacher reporting. The information requested concerns the student's attendance, preparedness, productivity, on-task behavior and any assignments that the student has failed to turn in. These sheets are filled out by the mainstream teachers and returned to the SED teacher's school mailbox at the close of each week.

An extremely vital component of the program lies with the two social workers who are available two mornings a week. They are able to provide a variety of services both to students as well as to staff. Individual counseling services are available to any student within the SED program. Students can either be referred by a teacher, parent, or administrator, or can request the services of their own accord. Most referrals will be directed through the SED teacher, who will then schedule the appointments. The social workers provide family contact to assess and support the family's efforts toward the student's success in school. The social workers also provide ongoing consultation to the SED teacher, school counselors and administrators regarding how to work with individual students.

Once a student has achieved successful independence in the classroom, as evidenced by the progression through the program's unstructured level system the student's need for continued support services is reassessed. If it is determined by the multidisciplinary team that a student no longer requires such support, SED services are terminated.

Problems in Providing Adequate Services: Although the district has numerous alternative educational resource options, a need exists for alternatives that make greater use of job/trade oriented curricula incorporating both school and community resources. Also, while the campus based staff has demonstrated consistent participation in working with students who are SED, there still exists the need for providing increased information services to staff as they work with these and other difficult-to-manage students in the classroom. Finally, although the district does have a drug prevention/intervention program, there exists a need for greater integration of chemical dependency options in the school and community with SED student services.

Consideration for Program Replication: To ensure success of this model, it is essential that a district, from the school board to the classroom level, have a comprehensive understanding of the necessary components so as to provide sufficient staffing, professional services and opportunity for student monitoring. But more importantly, the choice of the SED teacher to manage the program is critical. Such a person should have a high energy level, be highly self-directed, be knowledgeable but desirous to learn more about the psychological, social and physical factors associated with emotional disturbance, as well as have the capability to work comfortably with a diversity of people.

Two social workers counsel students, contact parents and consult with school staff.

Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
14. AIM Program — Portland	X	X	X	X	X	X		
15. AIM Program — Clackamas	X	X	X	X	X	X		
16. Multnomah Middle School		X	X		X	X		
17. The Structured Learning Program	X	X	X	X		X		
18. Educational Model — Lane ESD	X	X	X	X	X	X	X	X

14.

Program:
Portland AIM Program

Contact:
Eileen Uland
Woodstock School
5601 SE 50th
Portland, OR 97206

Level:
Elementary

Unique Characteristics: A behavior management program has been coupled with a therapeutic developmental approach to address the behavioral needs of students. Staff are trained in the use and implementation of both programs and are provided with ongoing technical assistance.

Student Characteristics: There are three self-contained classrooms at the Woodstock site for grades K-5. During the 1987-88 school year, 29 students were served. Students were enrolled in the program if they had a lack of progress primarily due to behavior problems in other self-contained programs or were being placed back into the district from an out-of-district day treatment or residential placement. Each classroom has one certified teacher and one support teacher; there is also a "floating" assistant. In addition, the program includes a full-time behavioral consultant, a part-time program chair and a part-time supervisor.

Description of the Program: The AIM classroom provides individual instruction in basic academic areas, behavioral development and social skills training. Instruction is provided in a highly structured classroom that maintains a small teacher/student ratio. Students operate in the classroom at one of five levels. They enter the program at level 3 and move up or down the five levels based on choices they make in the classroom. As students move to levels 4 or 5 they have increased privileges. Movement down results in loss of privileges.

Social Skills Training: Many different curricula are used as a base for introducing appropriate social skills. In addition, students are taught a variety of methods for substituting an acceptable behavior for an unacceptable one. For example, students may be taught to flex muscles to relieve muscle tension, or to put themselves in a voluntary time-out by taking a short walk.

Students learn new, more appropriate behavior, such as flexing muscles to relieve tension, or taking time out with a short walk.

In addition to directed lessons students are also given practice in more natural settings. To accomplish this practice students are "set up" to practice skills during the day. For example, a student who does not accept constructive criticism will be exposed to criticism in decreasingly contrived situations. First, a teacher might tell the student that they're now going to be "set up" and will explain exactly what will happen. The teacher may say "I am going to tell you that one of your answers on your paper is wrong and suggest that you correct it this way." The teacher will then review different types of responses that the student might make. When the student chooses appropriate responses to these levels of intervention, the teacher might say "I am going to set you up sometime today [or this morning, or in the next hour]."

The teacher may also explain the type of situation in which the "set-up" will occur and discuss several appropriate options for responding. During the third level, the teacher might set the student up purposefully and not say anything before it happens. A final level is natural interactions with no warnings and no contrived "set-ups."

Exit Criteria: The exit criteria requires that a student: has obtained level 4 or 5 and maintained that level for a minimum of six weeks, independently monitors his or her own behavior, is able to independently use appropriate substitute behaviors in difficult situations, and is mainstreamed for at least one-half of the school day, including lunch.

Data System: Each student in the program is awarded 100 points each day. Inappropriate behaviors result in the loss of a pre-arranged and known number of points. At intervals throughout the day, staff review the number of points each student has and score the student's behavior. These scores establish the level at which the student is placed and subsequently the privileges to which the student has access. In the beginning all scoring is done by the teacher. As the students progress they score themselves and completely take over the monitoring process.

Data for 1987-88 showed that in the fall, using this system in SED classrooms throughout Portland, students had an average of 67.5 points each day. By the third quarter of the year, this average had risen to 82.8 points. No students were moved to a residential placement, 3 percent moved to a day treatment program, 12 percent were referred to less restrictive special classrooms and 11 percent returned to general education.

Special Difficulties: Students who attend the AIM program are transported from throughout the district. As a result, many students experience extended bus rides. Staff negotiated with transportation to minimize the bus time. In addition, a system was set up to help students make independent and appropriate choices during their ride. To make this system work, bus drivers received training by staff in September and again in January on ways to focus on positive behaviors. During the school year there were two additional sessions to talk about experiences on the bus. Students who followed directions and used an appropriate voice on the bus received a ticket which was exchangeable for points in the classroom. Students receiving a citation for inappropriate behavior would drop a program level; in some cases, a student contract would be developed.

15.

Program:
Clackamas AIM Program

Contact:
Kathleen From
Clackamas ESD
Marian Hall, Marylhurst Campus
PO Box 216
Marylhurst, OR 97036-0216

Level:
Elementary
Intermediate

Organization of the Classroom: The levels system used in the AIM classrooms is an incentive system that serves as a behavior management plan for SED self-contained public school classrooms. It is based on the assumption that no one incentive will work for all individuals; therefore, this system provides a continuum of incentives ranging from immediate, concrete reinforcement to more intangible reinforcers.

The AIM levels system has steadily evolved over time. The privileges and responsibilities available to students are separated into levels: (a) Students enter the program on level 3. (b) They move up or down depending on the scores they earn on daily evaluations. (c) The privileges and expectations vary according to the ages of the students and the resources that are available.

Social Skills: Staff at Clackamas AIM believe that students who are SED should not be isolated from other students, and that social skills must be directly taught and practiced. As a result, students are taught social skills and then role play both appropriate and inappropriate behavior. Teachers provide a structured play period for all students with fewer kids, fewer choices and adult supervision and interaction. At times, students from outside the classroom are invited to participate in these play periods. The purpose is to provide opportunities for the students to apply the skills they have been learning.

Mainstreaming: Students who reach and maintain level 4 are eligible to go to mainstream classrooms. The exact criteria for returning to a regular classroom is individually determined but is based on a certain number of days at level 4. Teachers meet and select one class or time period that they feel will offer the student the greatest chance of success. For young students, this period is often lunch time. For older students it may be the home room. Gradually, classes or time periods are added until the student is able to attend half day and finally a full day in regular education.

Students may work their way off the levels system and begin to phase away from daily evaluations to a weekly report. Each classroom has a number of variations on this basic theme, such as individual contracting, which makes the system more flexible and relevant to a variety of students and settings.

Staff at Clackamas AIM believe that students who are SED should not be isolated from other students, and that social skills must be directly taught and practiced.

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Program:
Multnomah Middle School

Contact:
Kerry Luber
Multnomah Middle School
26 NE Morris St
Portland, OR 97212

Level:
Intermediate

Students: Students, ages 10 to 14, are referred from each of the 11 districts in Multnomah County. These students have not been successful within self-contained SED classrooms. In general, the students are extremely non-compliant, hostile, aggressive and assaultive. Some students are withdrawn or borderline psychotic.

In general, these students are extremely non-compliant, hostile, aggressive and assaultive.

Primary Focus: The school is designed to teach basic academic skills, redirect inappropriate, out-of-control behaviors, and to teach nine specific social skills to mastery learning levels. Using a five-level system, students are encouraged to systematically progress from an external to an internal focus of control.

Levels System: The five-level structure systematically controls the variables of curriculum, environment and motivators/consequences. Level 1 students are provided the maximum amount of structure and reinforcement to assure success. All students are monitored via the Student Checklist every period of every day on successful transitions, interactions, participation, following directions, language and on task. Students must achieve 80 percent on the Student Checklists for nine consecutive weeks in order to move to level 2; 85 percent for nine weeks equals level 3; 90 percent for nine weeks equals level 4, at which point 95 percent is expected for four weeks before being mainstreamed at the student's home school. Only regular classrooms are considered for mainstream placement. Level 5 equals full-time home school enrollment with occasional monitoring for nine weeks prior to decertification of the SED level.

Social Skills Curriculum: Students have a six-hour, six-period day which includes reading, math, language arts, computer science, social skills and earned activity time. The core of the Social Skills Curriculum is ASSET which teaches nine basic skills, such as *giving negative feedback* or *resisting peer pressure.* Once students have demonstrated mastery of a skill via role play and written assessments, they are held closely accountable for consistent application. Additional materials used to embellish the ASSET curriculum are Law in Action, Law in a Free Society, Street Law, Think Aloud and Here's Looking at You 2000.

17.

Program:	**Contact:**	**Level:**
The Structured Learning Program for Students Who Are SED at David Douglas	Bob Chudek Douglas SD 40 2900 SE 122nd Ave Portland, OR 97236-3298	Elementary

Philosophy: MERGE means Maximizing Educational Remediation in General Education. Participation in the program means that students who are SED are able to participate in regular classes more easily and with more behavior monitoring. Some regular classrooms may have 29 and 30 students in them. Adding a child who is SED to a classroom with that many students could be disastrous. The MERGE concept helps to solve this problem by providing a continuum of mainstreaming options. There are eight levels in the SED program, with specific criteria for participation in each. Students may participate in a MERGE class at or above level 3.

Students who are SED are able to participate in regular classes more easily and with more behavior monitoring.

Program staff believe that the program is effective for nine reasons:

1. A daily behavior chart describes behavior in specific terms so that students know their problem areas as well as their successes.
2. A daily note goes home describing the child's behavior for the day, plus any work that needs to be completed.
3. A levels system encourages responsible behavior and students can see improvement. The levels system determines the amount of mainstreaming, and the number of activities the student can do without supervision.
4. Parents are contacted frequently for conferences or individual behavior management systems.
5. A point system encourages responsible behavior.
6. A data collection system is appropriate and usable, but not time consuming.
7. Methods are used to determine when students need more help than the public school can give them, and alternative places for them to go.
8. A bottom line, unique to each child, is used when behavior is out of control.
9. Students can be mainstreamed easier and more successfully with MERGE.

Staffing: The SED classroom is staffed with a full-time teacher and instructional aide. A mental health consultant from the county mental health department is in the classroom five hours per week. The school mental health worker is in charge of a social skills group with five students for 25 minutes, two days a week. She also spends a half day once per week working with students individually. In addition, the worker is available two to three hours a week for consultation with teachers and parents. The MERGE component means that for part of the day the SED teacher teaches mainstream classes for both SED and regular education students.

SED Classroom Management System: Students have a daily behavior chart on their desks. They are rated in five areas for every subject or activity including lunch, recesses and free time. The five areas are:

- social (behavior toward peers)
- authority (behavior toward adults)
- temper (responding appropriately to stress)
- work habits (materials, working steadily, etc.)
- work completion

The point system rewards high ratings in each of these five areas and in the following areas (needed for successful classroom participation): clean body and clothes, organized desk, asking for permission, using self-talk, being responsible with property, suggesting solutions to problems, waiting for teacher help, and coming to school on time.

At the end of the day, students total their points. They receive a rating in each area and a total daily rating. The ratings are on a 4-point system: 4 means more responsible, 1 is least reasonable. A "4" is given if the student gets 90 percent of the total possible points, "3" for 80 percent, "2" for 70 percent, and "1" is 60 percent or less.

Students move up or down the levels system according to the number of days they receive a 3 of 4 in overall behavior. Based on the philosophy that responsible behavior means more freedom and self determination, privileges are awarded to students according to the level they are on.

Mainstreaming: The goal of the program is mainstreaming. The amount of time a child is mainstreamed is determined by achieving the criteria to move up through the levels.

Responsible behavior brings more freedom and self-determination.

Level 1 — Home Instruction or Alternative Placement

To advance to the next level the student must satisfy the terms of a behavioral agreement, contract or IEP, be available at a work station on time and be on task during instructional time, 80 percent of the time for 16 out of 20 consecutive days.

Level 2 — No Mainstreaming

The student must satisfy the terms of a behavioral agreement, contract, IEP, be at a work station, keep hands and feet to self and use appropriate language, 80 percent of the time for eight out of ten consecutive school days. In addition, on-task behavior must increase by a minimum of 10 percent above baseline.

Level 3 — Mainstreamed in One Area. Students may participate in a MERGE classroom.

To advance to level 4, the student must again satisfy the terms of an agreement, contract or IEP, maintain level 2 behavior, walk in halls appropriately, wait in line appropriately, demonstrate appropriate peer interactions, accept teacher feedback and comply with teacher directed activities, raise hand for questions and when work is completed, successfully transition to and from the bathroom by self, 80 percent of the time for eight out of ten consecutive school days.

Level 4 — Mainstreamed in Two or Three Areas

To move to level 5, the student must satisfy the terms of an agreement, contract or IEP, maintain behavior from the previous levels, follow classroom and school rules, maintain behavior during transitions to new environments, observe rules of good sportsmanship in PE classes, 80 percent of the time for eight out of ten consecutive school days. In addition, the student must increase on-task behavior by at least 10 percent from baseline.

Level 5 — Mainstreamed in At Least One Academic Class in Addition To Previously Identified Areas

To advance to level 6, the student must satisfy the terms of an agreement, contract or IEP, maintain behavior from previous levels and ignore inappropriate comments from peers, 80 percent of the time for eight out of ten consecutive school days. In addition, the student must increase on task behavior by 5 to 10 percent over level 4.

Level 6 — Mainstreamed in 80 percent of Total School Program

Again, the student must, in order to advance to level 7, satisfy the terms of an agreement, contract or IEP, maintain behavior from previous levels and appropriately interact in school social situations, 80 percent of the time in 16 out of 20 consecutive school days.

Level 7 — Fully Mainstreamed

At level 7 the student must satisfy the terms of an agreement or contract or IEP, and maintain behavior from the previous levels, at 80 percent for at least 20 consecutive school days. If the criterion is met the Structured Learning Program school counselor contacts the home school counselor and arranges a staffing at the home school to determine the next placement.

Level 8 — Home School — Fully Mainstreamed

18.

Program:	Contact:	Level:
Educational Model at Lane ESD	Geoff Colvin Lane ESD 1200 Hwy 99N PO Box 2680 Eugene, OR 97402-0374	Middle, High School

Type of Student: The education model at Lane ESD specifies that students are certified SED between the ages of 13 and 16. There must be documented interventions that have been tried and have been unsuccessful in the local school district program. In many cases, the students have been suspended from school or are in home school.

The Model: "Lane School" is designed as a "Re-entry Program." This means that the goal of the program is to return the students to their district school as soon as possible. The primary interventions are classroom based, with a focus on instruction in basic academic skills and self-management through a level system. There are goals and objectives for each level (I through IV), which are superimposed on the student's IEP. The targeted behaviors are those that contribute to the students' dysfunction in the district school program. The thrust of the program is to teach replacement strategies that are acceptable in place of inappropriate behaviors that are used in conflict situations. A high rate of positive reinforcement is used for the replacement strategies and low level negative consequences are delivered early in the chain for inappropriate behavior. There is a strong focus on academic success in basic academic skills.

Staffing: The program is a segregated school staffed by a supervisor, secretary, four teachers, four aides, four consultants and one parent consultant.

The four consultants serve as the liaison between the districts and Lane School. They assist with the referral process. Ideally, they have been involved with the student in the district before referrals. Also, the consultants assist with the transition plan back to the district after the student has met criteria at Level IV. The consultant monitors the student, makes teacher contacts, and assists with programming in the classroom *for one year* after transition. The parent consultant works directly with the parents on behavior management.

There is a clear interaction between academic skill deficits and maladaptive behavior in public schools.

Academic Focus: The goal of the program is to effect adequate behavior change at Lane School so that students may return to the district school and function appropriately with support. The primary focus is on instruction and social behaviors. Staff recognize that there is a clear interaction between academic skill deficits and maladaptive behavior in public schools. Because students who are SED are typically weak in these areas, there is intensive instruction in basic academic skills (reading, writing, math and spelling). Direct instruction programs are used for students who function below grade level. Curriculum-based measurement is used to monitor student progress and for program evaluation.

Social Focus: To remediate social problems, a level system is used in conjunction with the student's IEP. The level system is structured so that Level I is the most restricted program, with the most supervision and the least privileges. Level IV is the least restrictive program approximating the routines and privileges of regular education. Levels II and III are in between in terms of structure and privileges. The overall emphasis is on instruction and self-management.

Level I is the most restricted; Level IV comes close to the regular school program.

Contacts with Other Agencies: Lane School Programs have close contact with other agencies. There is a close working relationship with Lane County Juvenile Department, Children's Services Division, Looking Glass and Christian Family Services. When appropriate, some of the students have been involved with substance abuse programs and sexual offenders programs through CATCH.

Exit Criteria: Students exit back to their local schools when they have met criteria for the four levels at Lane School and have met 90 percent of the goals on their IEPs.

Behavioral Characteristics

Program	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
19. Coordination Among Agencies		X					X	X
20. Youth Services Team	X	X	X				X	X
21. Outreach Project	X	X	X		X	X		

19.

Program:	Contact:	Level:
Coordination Among Agencies in La Grande	Robin Naughton Union County ESD Route 4, Box 4778 La Grande, OR 97850	Birth Through 21

Organization: Under the Governor's Student Retention Initiative, Union County ESD has addressed interagency cooperation and coordination as a means to increase the quality of service provided to children, youth and families. There are two main components of the program: (1) the establishment of a Youth Services Coordinator position; and (2) the formation of a Youth Services Coordinating Council.

Meetings: The Youth Services Coordinating Council meets once a month to identify priorities and to develop plans for improving services in the county. The Youth Services Team meets several times a week to discuss individual students. The team is composed of teachers, parents, representatives of relevant agencies and the student who has been referred. All meetings are held at the ESD in La Grande, which is centrally located and the home of most county agencies.

Agendas: The typical student referred to the team is 14-15 years old, has low attendance at school, severe behavior problems, has been in trouble with juvenile courts several times and is currently on the caseload of CSD. The purpose of the Youth Services Team meetings is to identify resources and develop an integrated program for offering community support. The teams examine several areas, including: (1) identifying options for keeping the student in the school system; (2) building job skills; (3) developing self-esteem; and (4) offering one-to-one support. The team first defines the problem and then tries to identify what is interesting or reinforcing to the student that they can work with to help keep the student learning, to build a better self-image, and to keep the student moving towards graduation.

The team then identifies options in the school, other agencies and the community that are available to a student. These options have ranged from participation in a 4H youth group on teenage sexuality (offered through an extension program at Oregon State University), job skill training (offered through Manpower), to community volunteers who teach auto mechanic skills.

The Youth Services Team offers individual support to help each referred student:

(1) find a way to stay in school

(2) build job skills

(3) develop self-esteem

For some students, teachers in the Home Economics Association have made themselves available to teenagers as a source of support. In some cases, if a student cannot participate in a preferred school class the team may arrange for the skills taught in that class (and the class credit) to be learned in an alternative environment. For example, an alternative environment might be a person in the community who is available and skilled at working with woodshop equipment.

The referred student attends the meetings to learn about the options and offer their preferences and willingness to participate in the groups, activities and programs that can be arranged.

Staffing: Each of the agencies has donated staff time and resources to participate and support the council and the team. The ESD has donated space, telephones and secretarial assistance.

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Program:
Youth Services Team in Corvallis

Contact:
Katy Hurley
Corvallis SD 509J
1555 SW 35th St
Corvallis, OR 97333

Level:
Elementary
Middle
High School

History: In May 1986, representatives from a number of agencies and organizations who serve youth in the Benton County and Corvallis areas met to discuss the formation of a team to staff multi-problem cases shared among these agencies. In spite of differences in policies among agencies, representatives from the eight involved agencies worked closely with the Corvallis School District to develop an interagency memorandum of understanding and a release of information form that met the requirements of all. In September 1986, the Corvallis Youth Service Team began staffing cases on a biweekly basis, and youth and their families began receiving better coordinated service.

This coordinated, interagency effort is comprised of representatives from the Corvallis School District, Benton County Mental Health Department, Children's Services Division, Juvenile Department, District Attorney's Office, Corvallis Police Services, Benton County Sheriff's Department and Linn-Benton Education Service District. The purpose of the Corvallis Youth Services Team is to assist at-risk youth whose needs are so complex that they require the services of more than one agency.

Description of Youth: The school year dating from September 1986 through June 1987 was the first year of operation for the team. During that time, the Youth Service Team staffed a total of 29 cases. The range in age of the youth who were staffed was 10-18. Referrals came from three elementary schools, all three middle schools and two high schools.

The majority of the referrals (14) were middle school students (ages 11-14); 12 students were from high schools and 3 from elementary schools. There was a much higher number of males (21) than females (8) staffed.

Reasons for referral centered on school issues with poor attendance, poor academic performance, or poor behavioral performance being the major problem. Chemical abuse was stated as a factor in 22 of the cases staffed; physical and sexual abuse was a factor in 21 cases, suicide risk was listed as a factor in 12 cases, and law violations were a factor in 25 cases. All of the youth staffed were considered at very high risk of dropping out of school. Seventeen of the youth staffed were listed as handicapped by the school district, either physically, emotionally or mentally. All of the cases were currently active or had been active with at least two of the agencies on the Youth Service Team.

The Corvallis Youth Services Team assists youth whose needs are so complex that they require the services of more than one agency.

Results: An evaluation subcommittee of the Youth Service Team was formed in the latter half of the 1986-87 school year. The committee had several comments and recommendations about the effectiveness of the Youth Service Team. There was unanimous support for the Youth Service Team as a process and agencies felt that the voluntary organization of concerned agencies should continue. There was also strong support for integrating parental input into the process, for planning for a paid team leader position, and to provide follow-up to Youth Service Team staffings with continuing feedback, especially to school personnel.

Agencies noted that there was an increase in the amount of communication between agencies with a resulting understanding of the limitations and capabilities of other agencies. They also noted, however, that a large amount of time was needed to plan, organize and staff the process.

Communication between agencies improved . . . they could see what could and could not be done.

21.

Program:	Contact:	Level:
Outreach Program in Lincoln School District	Mona O'Donnell Lincoln County SD 459 SW Coast Hwy PO Box 1110 Newport, OR 97365-0088	Elementary Middle High School

Approach: Lincoln County schools provide an integrated program for all children with disabilities, including those students who have been identified as having serious emotional disturbances. While the education and support staff recognize the need for special services for children who are SED, segregated programs have not been used. Lincoln County schools have been able to incorporate these support services within the regular education program.

During the last school year, there were 71 students verified as SED who required additional support to participate within the regular education program. Of this group, eight had full-to-part-time aide support during the day. Others received an hour or less of support from someone in the building. The level of support is continually reassessed and assistance is faded as soon as possible to avoid dependency.

When students are identified for services, the MDT (multidisciplinary team) requests an aide, if appropriate, who then works with the student along with others in the class. They report what strategies are used that help students avoid learned helplessness and that communicate a "You can do it" attitude. This builds confidence and helps students from being singled out.

Staff believe that their approach is successful generally because of the large range of support options that are used and the commitment of staff to keep students integrated in regular classrooms.

County Mental Health Program: Lincoln County Schools have a written contract with the county mental health program for a specified number of hours of service in the schools. Mental Health Program staff are in the schools on a weekly basis. They meet with students directly, consult with teachers and offer preventive contacts at the teacher's request. They work on socialization, anger management, transition, how to deal with handicaps, and strategies for classroom use. If a student is referred for services, the mental health consultant knows the child and can make better recommendations to teachers or parents.

Mental Health Program staff meet with students directly, consult with teachers and offer preventive contacts at the teacher's request.

Challenging Courses and Vocational Programs: If older, a student may be placed in a vocational community-based program for up to half a day. At the high school level all classes are available in instructional packets which cover the content of the course. Students can study the packet and "challenge" the course. If they can pass a competency test, they pass and receive credit for the class. Sometimes high school students may finish school on a part-time basis. This allows them to complete their education by learning the information and skills that are relevant to them.

Home Instruction: The philosophy of integration does not mean that there are no occasions when students must be removed from school. During the course of a year, there are several students who do not succeed

in the public school. For those who are a danger to themselves or to others, a last alternative is placement in a home instruction program. Attention is spent in finding a good match between a teacher and a student. A specialist sometimes takes on home instruction as a special assignment for additional FTE pay. The goal is always to return the student to the school setting, often building on success, a period at a time.

Students who are in home instruction also receive mental health services such as counseling. The services may take place in the home or in a clinic for the individual and/or the family. Counseling services often focus on managing anger, developing peer relationships and developing a positive relationship with parents.

Extra support is given when a student has been on home instruction or had past problems at school, with a transition and crisis team for the first few days of school at the beginning of each new school year.

Christie List Programs: Sometimes students are placed in a DART program, a private program to which a student with emotional disturbances can be referred by a parent or the school. Children in the DART program are not pulled completely out of school, but attend the regular school at least once a week. As the student succeeds, additional days are added until the student is mainstreamed back in school. The staff report that this procedure has been used for three years and works better every year. During the last school year it was used for 17 children across all elementary and middle school grades.

About Flexibility: Lincoln School District offers options to intervention. Some parents or students want intervention, others don't. The staff reports that they do not push services on students or parents when they are not wanted. This approach helps to diffuse the hostility of parents, students and teachers. The staff step back and let people choose what they think will work best.

Staff believe that their approach is successful generally because of the large range of support options that are used and the commitment of staff to keep students integrated in regular classrooms.

Typical Case History: A second-grader was considered so dangerous to other students that he had to be taken out of school. This was not suspension. Instead a team met with the mother and developed a program through which he would receive home instruction and fade back in to the school. It took four months of home instruction and gradual integration until the child was back in school full time. He went on in grades fully integrated into all normal school activities.

Funding: There is $102,000 set aside for the local mental health program contract. This money buys all evaluation services for students who are educable mentally retarded (EMR), trainable mentally retarded (TMR), and seriously emotionally disturbed (SED). It pays for a school psychologist or Mental Health Division (MHD) person with a school background who works four to six hours a week in each of 17 buildings. Family counseling is offered. These services are viewed as a related service available to handicapped students.

Behavioral Characteristics

Program	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
22. Work Experience Program	X		X					X
23. Project START	X			X				
24. Educational Resource Center	X	X		X	X	X	X	X
25. Guidance Lab	X	X		X			X	X
26. Resource Room for Students Who Are SED	X	X	X	X				
27. Social Learning Center	X	X	X	X	X			

22.

Program:
Work Experience Program
in Bend-La Pine

Contact:
Diane Hensley
Bend-La Pine SD 1
520 NW Wall St
Bend, OR 97701-2699

Level:
High School

Description: The SED program at the high school serves 21 students. An effort is made to place as many students as possible into the mainstream for their academic classes. They report to the SED class for one period of social skills training and one period of group therapy. Those students who are working toward a regular diploma may have a traditional high school day except for the one or two periods. Students who are SED and are at risk of dropping out of school may spend mornings in the SED room and work on a job in the afternoon.

Jobs: For students who are SED, the work coordinator and the student together identify an area of interest and a community job that could evolve into a paid position. The goal is to find a job the student can maintain on his or her own, for pay. Three students participated in this program during the last school year. One student worked doing chores in a machine shop, another was interested in electronics and worked as a technician assistant in a radio station, a third did auto repair in a service station that offered service repairs. Students were not paid while in training. After three months all of the positions evolved into paying jobs.

The work coordinator and the student together identify an area of interest and a community job that could evolve into a paid position.

Transportation: Students are supported by the school system as long as they remain in school for half a day. Their mileage to and from work (or the mileage of their parents) is fully compensated. If the students have no transportation an aide will drive them to and from their jobs.

Staffing: A special education work coordinator works with all special education teachers at the high school level to screen, evaluate skills, assess interest and place special education students on jobs. The work coordinator accompanies the students to job interviews, trains them on the job, and monitors them until she feels they are operating successfully. At this point student monitoring is turned over to the special education teacher and aide.

Effectiveness: During the 1988-89 school year we had assistance from the SRI (Student Retention Initiative) work experience coordinator. This will continue next year based on funding. None of the students participating in this program who are SED have dropped out of school during this last school year.

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Program:
Project START in Klamath Falls

Contact:
Robin Porter
Mazama High School
3009 Summers Lane
Klamath Falls, OR 97603

Level:
High School

Type of Student: The START program, meaning Success Through Academic Responsibility Training, is for 18 freshman students who have poor classroom behaviors or do not attend school. Students are recommended for this program by freshmen counselors, through a review of the dean's log or from discussions about students whose academic production is much less than their academic ability.

Purpose of the START Program: The START program is a study hall with activities for which a student either receives credit or a grade of Incomplete. There are no failing grades.

Organization: This is an 18-week course for credit, with a flexible structure. The basic goal is to emphasize self-esteem. Students are taught study skills, people skills, and spend a great deal of time in activities to promote self understanding. Assignments have no right or wrong answers but are designed to allow the student to learn proper ways for self-expression.

Students are taught study skills, people skills, and spend a great deal of time in activities to promote self understanding.

Study Skills: A variety of activities are introduced to help these students learn effective study skills. Students learn about planned study time, organizational skills, test-taking methods and procedures, etc. Class time is used for practice.

People Skills: A variety of activities are incorporated into the class to help students develop interactive skills. Many behavior management techniques are used. Group discussions emphasize listening skills. Many materials are available from different resources including filmstrips, movies and books.

Self-Understanding: Students are encouraged to identify their own strengths and grow from them. *"I am an Important Person"* was used to help students focus on the positive. Students learn how to accept and give positive feedback. Group counseling has been used to help students learn how to present their views and opinions without getting into trouble. They develop respect for themselves and others and learn to accept responsibility for their actions.

Data: The results of this program have been impressive. All 18 students have improved their grades, and three made the honor roll. Overall attendance has improved and student behavior problems have decreased. These students have become more involved in school activities and have become a good support system for one another.

24.

Program:	Contact:	Level:
Educational Resource Center in Riddle	Mike Hughes Riddle High School PO Box 45 Riddle, OR 97469-0045	Middle High School

The Educational Resource Center at Riddle High School is available to all students. At present, 33 students participate; 18 are eligible for special education, with six of these possibly being SED.

A Volunteer Program: Participation in the Educational Resource Center (ERC) program is voluntary. A student is referred to the program and is involved in a discussion about school success and the ERC program, and has some academic testing. If the student volunteers for help, the parents are contacted in the home and are also asked to volunteer time. If students do not volunteer, the school staff assists them with such statements as "We care about you and you can be successful with help." Staff report that the positive history of the program usually makes this pressure unnecessary.

Approach: The Riddle ERC works all behavior and self-concept problems through the media of academic work. Success is guaranteed through testing and careful daily monitoring of all work. Emotional problems that stop work success are dealt with by an individual program with goals based on a consensus of students, parents and staff.

Students with SED problems are monitored in all classes which are often restructured to ensure success. When problems occur the staff works through them individually. Sometimes this process takes many hours of one-on-one staff work and involves the parents.

Exit Criteria: Students determine when they are ready to leave the program. When students say they are ready, they are placed for trial periods in the regular classroom. The entire school staff is involved, helping with daily or weekly reports and other responsibilities as needed.

Staffing: The Riddle High School ERC has one special education teacher and one full-time instructional assistant. Another assistant is added as numbers increase.

Suggestions: Staff feel that their success has developed through the actual selling of the program to the staff by showing that it works in trial cases before the program is taken school-wide. They also strongly recommend that the school always work with the parents.

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Program:	Contact:	Level:
Guidance Lab in Medford	Diane Cowan Medford SD 549C 500 Monroe St Medford, OR 97501	Middle

Unique Features: One junior high school in Medford, grades seven and eight, has a class known as the Guidance Lab. Students who take the class are identified as SED or have inappropriate behavior in regular classrooms, attendance problems or have been referred by their parents. The class lasts one or two periods a day. Staff report that the purpose of the class is to provide a place where students can be during at least part of the school day to work on class assignments and organization skills. It is not considered a time-out room or a punishment. Staff from this classroom spend much of their day working with regular teachers, advocating for the student in their classes.

Although most students are referred by teachers for their behavior or by the administration for poor school habits, students may also request to sign up for the class themselves. Parents may also request the class for their children. When a student is enrolled in the Guidance Lab, they may return to the classroom at any time during the day if they feel the need. They may start the day in the Guidance Lab if they feel they need to calm down or have some quiet time upon coming to school.

Content: The focus of the Guidance Lab is study and appropriate social skills. Students attend the class for a school quarter, or more if the MDT (multidisciplinary team) determines they still need reinforcing and support. They are taught and helped to organize their time, to work on school assignments that may be sent from regular classes, and to organize their study habits. It is considered a non-aversive, personalized service for the students. Staff report that while students saw the SED class as negative and a punishment, there is a waiting list of students wanting to get into the Guidance Lab.

Student Characteristics: A blend of at-risk and identified students who are SED participate in this program. The makeup of the class changes from quarter to quarter, although it is often filled with acting-out youth.

Staffing: One full-time teacher (a woman) and a full-time aide (a man) comprise the staff for the "safe" classroom. Staff feel that it is important to have both a man and a woman available to deal with problems of hygiene that arise.

There is a waiting list of students wanting to get into the Guidance Lab.

26.

Program:	Contact:	Level:
Resource Room for Students Who Are SED in Eugene	Thomas Maloney Eugene SD 4J 200 N Monroe St Eugene, OR 97402-4295	Middle School

Classroom Options: Students who are SED from Eugene School District attend a self-contained classroom in a middle school. This school also has a resource room for all students who need academic assistance regardless of handicapping condition. In the resource room, students are grouped by instructional need. They flow in and out of the resource room and regular classrooms as needed.

In reality, the self-contained classroom is run exactly like the resource room. It is a second resource room for students who need instructional assistance. Not only do students who are SED move from it to the other resource room or regular classrooms as they are able, but non-SED students move to this classroom for instruction.

Staffing: One SED teacher staffs the self-contained classroom. A teacher also staffs the resource room. The team of two works closely together to plan academic and social skills programs, to determine the best placements for students who are SED, and to support regular education teachers and mainstreamed students who are SED.

When There Are Problems: The SED teacher is available to provide support to regular classroom teachers and to the resource room teacher when it is needed. If a student is unable to be mainstreamed in regular classrooms or is unacceptably disrupting in the resource room, that student returns to the self-contained classroom and the services of the SED teacher.

The SED teacher is available to provide support to regular classroom teachers and to the resource room teacher when it is needed.

Strengths: The self-contained classroom is actually a behavioral and academic resource room with the SED teacher serving as a direct service provider and behavioral consultant. The main strength of the program is that students are expected to participate in the mainstream for all non-IEP classes. When behavioral problems occur in the mainstream, the SED teacher may or may not be contacted for assistance and/or behavioral consultation.

Because the SED teacher provides academic instruction to resource room students, the resource room teacher is free to teach mainstream classes that include special education and regular education students. This increases the mainstreaming options for special education students and, at the same time, decreases class loads for the regular classroom teacher.

Entry Criteria: To receive this placement option, students must be special education eligible and unable to function in a regular program without intensive support. They may or may not be identified as SED. To determine eligibility there is a medical review, an academic evaluation and an evaluation of behavior. In addition, building staff must show that they have tried every possible behavior intervention and utilized all other forms of district support such as teacher consultants. Only then may a self-contained placement be considered.

Exit Criteria: The student must be completely mainstreamed throughout the day. When this criteria is met, the student generally returns to his/her home school.

27

Program:
Social Learning Center

Contact:
Dr. Bud Moore
Director of Special Education
Hillsboro Union High SD
645 NE Lincoln
Hillsboro, OR 97124-3236
(503) 640-4631

Level:
Junior High School
(grades 7-9)

Unique Characteristics: The Social Learning Center is a classroom-based program that works with others to provide comprehensive classroom- and treatment-oriented services to junior high school students who are SED and who have demonstrated an inability to succeed in a mainstream placement. Serving as a vehicle for behavioral and academic change, the Social Learning Center works closely with parents, teachers, administrators and community service providers to form an intricate network of support and intervention. In part, the program's uniqueness can be attributed to its integration of education, therapeutic and systems techniques. Undoubtedly, the effectiveness of the Social Learning Center is largely due to the following components:

1. A structured levels system using behavioral contracts and pointcards;
2. Emphasis on academics as well as academic and social behaviors;
3. Individual and group counseling;
4. Frequent communication and work with parents;
5. Consultation with social workers on a weekly basis; and
6. Mainstream placements that include preparation of student and receiving teacher, ongoing monitoring and consultation.

The Social Learning Center works closely with parents, teachers, administrators and community service providers to form an intricate network of support and intervention.

Description of the Program: The Social Learning Center is staffed by a teacher and an instructional assistant. Typically the center serves six to eight students who are SED at a time. Students are admitted only after two to four documented interventions have been attempted to maintain the student in less restrictive placement. A multidisciplinary team reviews referring information to determine placement.

Students leave the Social Learning Center by progressing through a program level system contract. Mainstream classes are added as students demonstrate increased competence. When students are stable on level IV and mainstreamed in at least five our of six classes, then a plan is made for them to return to their home schools. Level V provides for partial placement at the home school, fading of the Social Learning Center structure, continued but more distant monitoring and establishment of more mainstreamed support systems.

The purpose of the Social Learning Center is to empower the individual student with the skills needed to succeed in the least restrictive educational and social environments. This empowerment occurs through several areas of skills development and enhancement.

1. Acquisition and practice of specific social, emotional and academic skills is provided through direct instruction of social and affective skills, role playing, group process work, and individual and group behavioral programs.

2. Increased awareness of one's own behavior and how choices affect consequences for oneself and others — skills taught include interpretive and confrontative feedback, "Howard-Cosselling" or narrating of social processes and specific behavioral sequences, and self-talk and self-observation techniques.

3. Successful classroom participation — the Social Learning Center is a carefully engineered classroom designed for students to experience behavioral and academic success. As success on the levels system, behavioral pointcards and academic assignments reflects the acquisition and maintenance of appropriate classroom skills, opportunities for mainstreaming are readily available. Ongoing monitoring and problem solving with teachers, parents, and administrators provide a safety net to further ensure success.

4. Increased academic skill acquisition — disgnostic-prescriptive teaching, along with the use of adapted mainstream curriculum materials, increases the speed and breadth of skill acquisition. Techniques such as direct instruction, frequent review, appropriate seatwork, small group instruction and application activities further facilitate the learning process. The student plays an active part in this empowerment by monitoring his/her own skill development and by tutoring in areas where the skills have strengthened.

5. Increased self-control and sense of responsibility — self-control techniques are heavily emphasized and taught through direct instruction, group discussion, role playing, modeling, feedback and praise. Students are taught to recognize early signs of losing control and to make use of appropriate options. Individual responsibility is stressed, and students learn that only they control the power to change themselves, and that control is lost when blame or displaced emotion occurs.

6. Increased self-definition and self-concept — by increasing students' self definition of themselves as individuals, and their personal preferences, styles, strengths, weaknesses and unique attributes, they become empowered to make decisions for themselves. Increased self-definition, along with increased responsibility, helps students make clearer choices about their behavior and the consequences they as individuals are choosing.

7. Increased social problem-solving skills — learning sequence of steps in a problem-solving strategy and applying the sequence allows for increased behavioral maneuverability. As students gain more options, they feel less inclined to use old, ineffective solutions of coping.

8. Coordination of intervention and supportive services — a team approach to intervention has evolved concurrently with the recognition that emotionally handicapped students cannot be effectively assisted without the involvement of their families, and that students who are SED require the services of more than just one type of professional. Participating in a treatment team requires the SED teacher to have skills in communication, information sharing, problem solving and consultation.

Problems in Providing Adequate Services: The increased availability and use of alcohol and drugs by students in SED programs often makes it doubly difficult to assist students to assist themselves. There exists an increasing necessity for coordination and planning among district, family and community efforts to address the issues of substance dependency at, or before, attempting to address the emotional disturbance.

A second major difficulty involves the dysfunctional nature of the homes of students who are SED. Initial efforts by program staff toward increased family functioning frequently lead to encouragement to seek outside therapeutic assistance. Periodically, staff are left with but one option — teach the students to individuate as much as possible from the family situation, and to manage the options and resources that remain available for their benefit.

Consideration for Program Replication: A successful program, with options including full self-containment of students who are SED at the junior high school level, requires considerable forethought and commitment to that effort. Since emotional disturbance is most often a systemic problem, efforts and resources must be existent for work with both family and community agency personnel. The program must have a clear and articulated set of expectations and procedures for students, parents and district personnel at both the building and district levels. The complexity of many student problems requires the expertise of varied professionals beyond the schools (psychologist, social workers, etc.) and the commitment of resources to access those services as required. But most importantly, the program requires a classroom staff whose knowledge and skills transcend instruction in academics to include the psychological and social dynamics of individuals and groups, the process of individual and systematic changes, and the specific strategies to assist the student to become more self analytic and purposefully directed.

Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
28. Pre-Referral — Umatilla	X	X	X					
29. Pre-Referral — Bend-La Pine	X	X	X	X	X	X	X	X
30. Decision-Making Process	X	X	X	X	X	X	X	X

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Program:
Pre-Referral Program in Umatilla

Contact:
Debra McIntosh
Umatilla ESD
412 SE Dorien
Pendleton, OR 97801

Level:
Elementary
Middle
High School

Rationale: Pre-referral intervention provides an additional step in the process of providing services to students who are having behavioral difficulties. The process focuses on systematic, planned intervention prior to the consideration of eligibility.

Planning and Assistance Team: The composition of the team is part of the planning process that precedes implementation of the pre-referral program. People who have been a part of this team include teachers, principals, vice principals, resource room teachers, counselors, itinerant personnel such as child development specialists, speech pathologists, physical therapists and vision therapists.

Referrals: Any teacher can make a referral to the team. Referral automatically means that the teacher and any personnel who have contact with the student are included in the planned intervention. There is no entry criteria for being referred since the main focus is providing a coordinated program with quality services for both student and teacher.

Initial Referral Session: After the initial referral, a staffing is scheduled. Since most staffings are scheduled after school, the meetings are kept short (limited to 30 minutes) and focused. The purpose of the first session is to identify the problems including all of the issues perceived by the team members to be contributing factors. The problems are prioritized and the end result is three or four major concerns upon which the team can focus.

The purpose of the first session is to identify the problems including all of the issues perceived by the team members to be contributing factors.

During this problem-solving phase, alternatives are explored. The team keeps focused on three basic components: information, options and choices. The staff feels that in most circumstances, poor choices are often the result of a lack of information or hurried processing of possible options. For this reason a follow-up or review time is considered critical. The team is reminded that interventions are really well planned attempts at finding workable solutions and are not final decisions.

Advantages: The approach used in Umatilla has several advantages. First, since a time, usually about two weeks, is set to develop and review progress, it keeps the intervention well focused. Second, the intervention process is formalized to result in an intervention plan with shared responsibilities. Third, existing resources are emphasized instead of referring to an evaluation.

Suggestions: The staff suggests that the planning and assistance team begin with a small number of students and allow for adequate follow-up time.

Case History: A child who was in the first grade recently moved to the school. When the teacher received the enrollment information she also received a note from the father stating that the boy had behavior problems in previous schools. The teacher became alarmed when the child did not easily settle into the routine of her classroom.

To provide the teacher with the support she needed, an immediate meeting was called. Discussion of background information revealed that the child was repeating first grade this year, had been living with his mother in one state but recently had moved to another state to be with his father and subsequently father and child had moved to Eastern Oregon. The child had not had regular attendance in school while living with his mother. The team helped the classroom teacher focus on specific times and situations during the day when the child had difficulty and formulated an initial intervention plan. Follow-up occurred and the plan was modified after two weeks.

29.

Program:	Contact:	Level:
Pre-Referral Program in Bend-La Pine	Diane Hensley Bend-La Pine SD 1 520 NW Wall St Bend, OR 97701-2699	Elementary Middle High School

Process: All students who are potentially SED go through a five-step pre-referral process. During levels I, II, III, interventions are tried in the classroom, school and at home. At level IV the student is referred to the Special Education Office for evaluation. Each step in this process must be documented before eligibility can be determined. If a referral is made without this documentation, it is returned to the school Student Evaluation Team (SET).

Staff report that the largest obstacle has been teacher resistance. But with time both regular and special education teachers have begun to see the advantage of working on students' problems using a team approach.

With time both regular and special education teachers have begun to see the advantage of working on students' problems using a team approach.

TAPS System: Each school has a School Evaluation Team. All special education referrals go through this team.

Level I. At level I the team focuses on interventions that can be made in the classroom. Materials, contracts and systems for implementing change are available. Examples of changes at level I might be: change in seat for the student, both positive and negative consequences for being on or off task, reduced assignments and parent visits.

Level II. Level II is the step where the expertise of the student evaluation is first used. The teacher brings the student problem to the team, describes what she has tried, and what she would like the student to do differently. The SET brainstorms ideas and the teacher agrees to try one. A timeline is established for reporting back to the SET.

Level III. At this level a Personal Education Plan is written for the student. This is similar to an Individual Education Plan and includes goals, objectives and program plans. The plan might be built around a written contract for home and school. At this level the school psychologist and other district specialists can be used as resources.

Level IV. A student is referred to special education for evaluation if the problem persists after interventions. This evaluation includes behavior rating scales, observations and a physician's statement. After testing is completed an eligibility meeting is held. If the child is eligible for SED services, a multidisciplinary team meets to decide if the SED classroom, the resource room or the present placement with intervention is the most appropriate placement.

Level V. Community and state resources are identified and considered. For example, the parents of the student or a student might receive counseling, or the student could be placed in an out-of-home residential setting. This level can be used at any point in the referral process if the child's welfare is at stake.

Generally an intervention at any of these levels is in place for 30 days. If the problem persists at the end of 30 days, it is referred to the next level of intervention.

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Program:
Decision-Making Process
in North Clackamas

Contact:
Jorie Ellis
Department of Special Education
North Clackamas SD
1903 SE Oak Grove Blvd
Milwaukie, OR 97267

Level:
Elementary,
Middle,
High School

Philosophy: North Clackamas offers a continuum of services which range from total education within a regular classroom for mildly handicapped students to highly specialized services outside the public school system. Staff report that research does not substantiate the view that children placed in special classes show greater academic or social gain than those who remain in a regular program with appropriate support. The decision for placement, instead, should be based on the student's educational and social needs as outlined in his or her Individualized Education Program.

Research does not substantiate the view that children placed in special classes show greater academic or social gain than those who remain in a regular program with appropriate support.

Removal from Regular Classrooms: Removal from regular classrooms for special placement in North Clackamas will be considered only when a student's handicap interferes so significantly with learning that a special class placement is deemed necessary to meet instructional goals and objectives. It is considered only after the student demonstrates failure to attain academic or social growth indicated as appropriate on the Individualized Education Program and after all school resources and support have been exhausted.

Removal from a Home School: Before a student can be removed from his or her home school the following is required: (1) a full psychological evaluation; (2) observation by a Department of Special Education staff member; and (3) documentation of alternatives tried in the home school to promote success.

Placement Procedures: The following procedures are used in North Clackamas to place students in either integrated, regular classrooms on a limited basis, or in self-contained classrooms:

1. An initiating specialist provides basic demographic information to the Educational Program/ Placement Coordinator.
2. The initiating specialist completes a Student Checklist for referrals and sends it to the Educational Program/Placement Coordinator.
3. The Educational Program/ Placement Coordinator schedules an observation and placement meeting. The meeting includes specialists, the referring or classroom teacher, a psychologist, the principal and relevant others. At this meeting the team discusses the student's current level of functioning, the psychological evaluation, IEP progress and placement options.
4. A staffing takes place during which a recommendation is made about the appropriate placement.
5. The parents are informed of the recommendation.

Student Checklist: The following 14 questions are answered yes/no to help the multidisciplinary team determine the most appropriate placement:

1. Is the student in the lowest group for the skill areas in which s/he is being served?
2. Has the teacher attempted to give individual help to the student?
3. Has the student been placed in adjusted regular programs? If yes, describe adjustments.
4. Has the student accepted help from the teacher?
5. Is the student making progress in the regular classroom? If yes, describe areas.
6. Has the student developed consistency in work habits? If no, describe interventions.
7. Has the student shown improvement in organizational skills?
8. Has the cumulative record been reviewed by the multidisciplinary team?
9. Has there been consultation between support staff and teacher?
10. Has the teacher followed through on suggestions? Describe.
11. Is the student receiving more than 45 minutes of support? Describe support.
12. Has the student accepted help from the support staff?
13. Is the student making progress on IEP objectives?
14. Is the student showing progress on annual review tests? Describe areas and growth.

Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
31. Consultant Program — Lane ESD	X	X	X	X	X	X	X	X
32. Consultant and Direct Service Model	X	X	X	X	X	X		
33. Behavioral Management Consultation Program	X	X		X	X	X		X

31.

Program:
Consultant Program at Lane ESD

Contact:
Geoff Colvin
Lane ESD
1200 Hwy 99N
PO Box 2680
Eugene, OR 97402-0374

Level:
Middle
High School

Hiring Criteria: "Lane School" provides four FTE positions as Teacher Consultants for programs within the school districts. The consultants serve students who are SED at middle/junior high and high schools. The consultants are master teachers with considerable classroom experience teaching and managing difficult students. They must have at least three years classroom experience including work with students who are SED. They must possess a Handicap Learners Endorsement and they must have public school experience. As a result, the consultants have credibility with the rank-and-file teacher. The consultants have the experience to recommend interventions that are appropriate for classrooms.

One position (.5 FTE) is also provided for parent consulting. This consultant provides direct services to parents to assist them in managing their son's or daughter's behavior at home in ways consistent with the school program.

The consultants have credibility with teachers. The consultants have the experience to recommend interventions that are appropriate for classrooms.

The Model: Consultants are assigned school districts in Lane County based on numbers of students who are SED. Requests for assistance are made to the consultant and a case manager for the district is assigned. The primary focus has been to assist school districts in implementing the IEP for students who are SED. In many cases, when IEPs are poorly written, consultants help districts to develop more functional IEPs, to implement IEPs, and to make program modifications as needed. To some extent, consultants help with pre-referral system development, and assist the district to develop a continuum of services for students who are SED.

Results: The consultant will work with approximately 40 students throughout the district. About 80-90 percent of students stay in public schools.

Difficulties to Overcome: Teachers often ask for help too late. Once the student gets into a pattern of serious behavior over time, it is difficult to break up the routine. Sometimes schools operate on the exclusion model: detention, suspension, referral for out of school placement and expulsion. Some principals do not, in practice, accept behavior from students who are SED as a handicap warranting services. To help address this problem, teachers are encouraged to solicit help early so that behaviors can be arrested early.

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Program:
Consultant and Direct Service Model Used by Marion ESD

Contact:
Sue Roessler
Marion ESD
3400 Portland Rd NE
Salem, OR 97303

Level:
Elementary
Middle
High School

Description: Marion ESD has provided comprehensive behavioral services since 1975 to the 34 school districts it serves in the county. Services range from consultation and staff development that benefit all youngsters to direct, ongoing counseling activities with students who are SED.

Services range from consultation and staff development that benefit all youngsters to direct, ongoing counseling activities with students who are SED.

Staffing: The program consists of one supervisor, specialists at 8.5 FTE and one assistant. These include Handicapped Learner Specialists, Registered Clinical Social Workers and a Child Development Specialist. In addition to providing services for 2 percent of the total school population that qualifies as SED, the program offers a variety of behavioral services. Approximately two-thirds of the SED population is placed in regular classrooms with supportive services. Approximately one-third are in self-contained cross-categorical classrooms.

Consultation: Consultation services are available to staff at all schools and take place with individual teachers and with teacher groups. Regularly scheduled Teacher Assistance Teams (TAT) meetings are common in most schools. Group consultation at these meetings helps to solve problems at early stages, provides support for teachers and other staff, helps identify and share responsibilities, and provides opportunities for staff development in techniques such as behavior management strategies and communication skills. A private consultant is retained by the ESD to provide consultative services on a monthly basis to the ESD behavioral consultants.

In addition to consulting with teachers and teacher groups, specialists assist the multidisciplinary team in determining SED eligibility and participate in the development of all IEPs for students who are SED. The progress of each student who is SED is monitored quarterly through grade reports and the Informal Behavior Checklist.

Direct Services: All students who are SED who are on IEPs receive social skills training and/or counseling services. Sessions are conducted weekly with individuals or small groups. Often, other at-risk youngsters not on IEPs are regular members of the groups. Periodically, at-risk students are seen individually for a time-limited period. Sometimes siblings or parents participate in sessions.

Social skills groups often focus on friendship building, communication skills, conflict resolution and stress reduction. Small group or individual services may utilize discussion groups, rational emotive therapy, play therapy or behavioral contracting. Through these methods we can address school success, self-esteem, drug and alcohol abuse information, and child abuse.

Coordination With Other Agencies: Another function of the specialists is communication and coordination with agencies outside the school. These include the Mental Health Division, Children's Services Division, the Juvenile Department, Youth Services Teams, Day Treatment Centers and private therapists. Sometimes outside evaluations by a psychologist, psychiatrist or medical team are also determined as necessary.

Staff Development: Inservice training is provided to regular and special education staff throughout the district. Inservices have included these topics: stress reduction, death and dying, behavior management strategies and classroom counseling techniques. Regular and special education teachers are also trained to facilitate group social skills activities. Training contracted to other groups has included the developmental stages of emotional growth, communication skills, neurological issues and group processing.

33

Program:
The Behavioral Management Consultation Program Offered Through Linn-Benton ESD

Contact:
Cory Dunn
Linn-Benton ESD
905 4th Ave SE
Albany, OR 97321-3199

Level:
Elementary
Middle
High School

Description: The Linn-Benton program provides behavior management consultation to constituent school district staff to assist with issues related to the management of emotionally handicapped and behaviorally disordered students. The overall goal of the Behavior Management Consultation Program is to help constituent districts enhance their capability to respond effectively and appropriately to the special educational needs of students who are emotionally handicapped and/or behaviorally disordered.

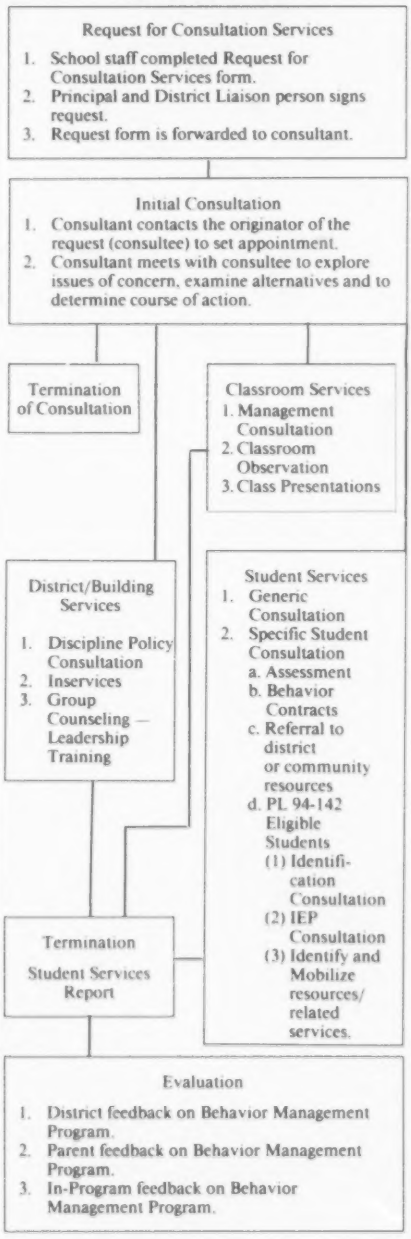
Role of the Consultant: The consultation relationship is viewed as a partnership between the district staff and the consultant. The consultant's role is to: (1) facilitate a mutual understanding and agreement regarding a definition of the problem or goal; and (2) provide information and ideas regarding options in effective approaches to solving problems or reaching goals.

Process: The intent of the consultation is to assist consultees in building on and strengthening their own capabilities by means of a shared problem-solving process. The consultant assumes that the referring school personnel, who may be teacher, counselor, aide, administrator or psychologist, is the one most familiar with the student or situation in question. Upon receipt of a request for services, the consultant meets with the originator of the request to agree upon a definition of the issue. The consultant may then play one or more roles depending on the plan of action developed in the mutual problem-solving process. Additional activities may include family or student consultation, teacher inservices, community liaison, school team planning facilitation and consultation.

As district requests for services far exceed the availability of consultant time, each district prioritizes service delivery by the consultant. The plan of action for each request for services is determined in accordance with the referring district's service priorities.

Results: The program has been evaluated as an excellent vehicle in prevention and in the resolution of problems before they become serious. In addition, this model can help prevent over-identification of students as handicapped, and under-identification as well, by providing cost-effective services to rural and populated areas. Staff report that over the years, the Behavior Management Consultation Program has assisted in developing the skill levels of staff members in effective intervention and interaction with handicapped, as well as nonhandicapped, students. In addition, the program has facilitated schools' development of school-wide management systems of benefit to all students in school.

FIGURE 3
Behavior Management Consultation Program Services Flow Chart


Request for Consultation Services
1. School staff completed Request for Consultation Services form.
2. Principal and District Liaison person signs request.
3. Request form is forwarded to consultant.
Initial Consultation
1. Consultant contacts the originator of the request (consultee) to set appointment.
2. Consultant meets with consultee to explore issues of concern, examine alternatives and to determine course of action.
Termination of Consultation
Classroom Services
1. Management Consultation
2. Classroom Observation
3. Class Presentations
District/Building Services
1. Discipline Policy Consultation
2. Inservices
3. Group Counseling — Leadership Training
Student Services
1. Generic Consultation
2. Specific Student Consultation
a. Assessment
b. Behavior Contracts
c. Referral to district or community resources
d. PL 94-142 Eligible Students
(1) Identification Consultation
(2) IEP Consultation
(3) Identify and Mobilize resources/ related services.
Termination
Student Services Report
Evaluation
1. District feedback on Behavior Management Program.
2. Parent feedback on Behavior Management Program.
3. In-Program feedback on Behavior Management Program.

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Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
34. Multiple Gating Assessment Procedure for Identification of Behavior Disordered Pupils	X	X	X	X	X	X		

34.

Program:	Contact:	Level:
Multiple Gating Assessment Procedure for Identification of Behavior Disordered Pupils	Dr. Hill Walker University of Oregon Center on Human Development Eugene, OR 97403	Elementary

Description: Teacher referral is the usual way in which children are first identified for special education evaluation. Research shows that most of the time children who are referred are those who are most disruptive in the classroom. They are children who have severe acting out behaviors or those with severe conduct disorders. Children who are withdrawn are often not identified because they do not cause problems in the classroom.

The Walker Multiple Gating System offers a simple yet comprehensive system for screening all elementary age students who are at risk for serious behavior disorders.

This system offers a simple yet comprehensive system for screening all elementary age students who are at risk for serious behavior disorders.

Externalizers and Internalizers: The Walker Multiple Gating System addresses both externalizers and internalizers. Externalizers are students with behaviors directed toward the social environments and usually involve excess behaviors such as acting out. Internalizers are students with behavior directed inwardly, usually involving deficit behaviors such as social withdrawal. Procedures: The system has three stages for systematically screening students. At level 1 the teacher makes judgments about all students in a classroom, using the assessment structure to rank students as externalizers or internalizers based on student characteristics. The three highest ranking students are moved to level 2.

Internalizing behaviors include those deficits displayed by children that cause them to be described as excessively shy and timid, severely withdrawn, not participating in peer controlled activities, and being unresponsive to social initiations by others. Specific behaviors might include standing away from others, looking at the ground, failing to respond to the verbal or physical initiations of others.

Externalizing behaviors include those excesses displayed outwardly by children that cause them to be described as aggressive, noncompliant, hyperactive and uncontrolled. Specific behaviors might include high rates of talkouts, out of seat, not following directions, and verbal and physical aggression. At level 2, there is an in-depth examination of the students' behaviors, including frequency and intensity.

First, teachers are asked to complete a checklist of critical behaviors or events by indicating whether a given critical event (e.g., steals, reports nightmares or significant sleep disturbances) is present or absent, that is, observed within the current school year. Second, teachers are asked to indicate how often (never, sometimes, frequently) a pupil exhibits a specific adaptive (follows established classroom rules, complies with teacher requests and commands) or maladaptive response (is overly affectionate with others, pouts or sulks, requires punishment or threat of punishment before terminating an activity or behavior). Normative criteria are used to move students to level 3.

At level 3 students are directly observed in academic and playground settings. The evaluations are compared to same sex and same grade level peers and are completed by teachers, school psychologists or other related professional staff. At this point in the assessment, students whose classroom and playground behavioral levels exceed normative cutoff points are then referred to child study teams for evaluation, diagnosis, possible certification and subsequent exposure to appropriate intervention services and/or placement. Criteria for such action are based on two direct observation procedures: (a) academic engaged time recorded during independent seatwork periods; and (b) amount and quality of social behavior during recess periods on the playground.

The use of local norms are encouraged along with nationally referenced normative levels. Advantages: Because it is geared for both "externalizing" and "internalizing" students, the assessment focuses attention on groups of children who may have been overlooked in the past. Its greatest potential rests in the early identification and prevention of serious problems. The gating system enables multidisciplinary teams to receive higher quality referrals. It also sets the occasion for the implementation of prereferral intervention strategies.

The assessment focuses attention on groups of children who may have been overlooked in the past. Its greatest potential rests in the early identification and prevention of serious problems.

Field Test Results: The assessment has been field tested for test-retest reliability, interobserver agreement, construct, concurrent and predictive validity. Initial field test data indicate that it has great discriminative power for building and program level screening for students of elementary school ages.

Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
35. Data System — Tigard	X	X	X	X	X	X		
36. Data System — Multnomah Middle School		X	X		X	X		

35.

Program:
Data System for Tigard

Contact:
Petrea Hagen-Gilden
Tigard SD 23J
13137 SW Pacific Hwy
Tigard, OR 97223

Level:
Elementary
Middle
High School

Description: In Tigard, from the time students begin to receive SED services, their IEP goals and/or objectives are tracked on a computer program. A student's teacher marks the number of times a specific appropriate behavior occurs, such as coming to class with materials, giving appropriate greetings, following class rules. The teacher uses one of several simple rating forms — either a count (for example, 4 out of 5 times) or a rating scale (1-5 or 1-10). This information is reported to a data office where it is tracked, graphed and summarized to produce student and student group trends.

Types of Students: At this time, only those students who have been placed in district level SED programs receive the service. There are plans to have the behavioral goals of all students who are SED tracked using this system. The data has been helpful in keeping tabs on how well students are adjusting to the expectations unique to the environments they encounter.

Uses: Data is plotted and graphed for individual students and is summarized by type of behavior and by classroom. The information can be averaged and displayed for each day, week or month of the program. The data generated by this system is used by many groups: the students, their teachers, parents, school psychologists and counselors, and administration.

Students use the data to help set their own goals. For example, teachers regularly review graphs on individual goals with each student. The student and teacher together identify the next goal to reach for bringing about changes in classroom behaviors. Parents receive copies of spreadsheets and graphs on a regular basis. This information allows them to review the progress of their child and changes in behavioral patterns at school.

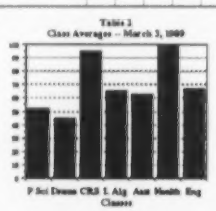
School teams of teachers and administrators who build the student's programs review data weekly and make program changes based on observable trends that are shown in the graphs. The psychologist and counselors look at trends in behavior so they can evaluate a student's adjustment to school, and better make decisions about when and how to mainstream students who are SED.

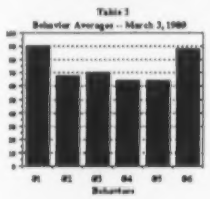
Finally, data is available at the administrative level to document programs and progress by both individual students and groups of students.

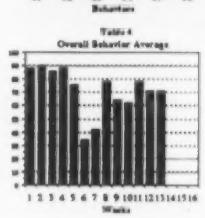
Materials: The system was established three years ago using Enhanced Apples (2ED) with SuperCalc software. Currently, the system is switching over to Appleworks and Time Out Graph. It is suggested, however, that others considering a data system use the Apple 2e with memory upgraded to 256K or use IBMs or IBM compatibles with more state-of-the-art spreadsheets and greater speed. To work well, each site needs its own system. In the opinion of staff, centralization will not work.

Table 1
Weekly Behavior Average

	Classes / Behaviors	P Sci	Drama	CRS	1 Alg	Asst	Health	English	Behavior Average
1	Comes prepared to class (home work, paper, pencil, pen, etc.).	80		100	82	90	90	100	90
2	Speaks age appropriately to peers and teachers.	40	50	80	60	70	100	75	68
3	Follows class rule and procedures w/o reminders.	60	25	100	60	70	100	75	70
4	Listens and follows directions of peers and teachers.	50	25	100	60	70	100	50	65
5	Behaves in an age appropriate manner.	50	25	100	60	70	100	50	65
6	Homework is completed and turned in on time.	60	100	100	82	90	100	85	88
	Class Averages	52	45	96	64	74	100	67	71
	Overall Average								71







36

Program:
Data System at Multnomah Middle School

Contact:
Kerry Luber
Multnomah ESD
220 SE 102nd Ave
Portland, OR 97216-0657

Level:
Middle School

Multnomah Middle School has developed a data system to measure student behavioral progress quantitatively and qualitatively. The central pieces of this system are a Student Checklist, Progress Report and a Program Evaluation Report.

This data system measures student behavioral progress quantitatively and qualitatively.

The Student Checklist: Student behavior is evaluated every period of the day regarding transitions, interactions, participation, following directions, language and on-task behavior. Students receive a +, 0 or 1/2 for each segment. On-task behavior is summarized every 10 minutes continuously for each period throughout the day. These "scores" are totalled at the end of each period and shared with the students to provide them with specific feedback for each classroom period. Scores are also totaled at the end of each day for each behavioral category and translated into percentages. Data can then be analyzed according to behavior or by subject.

All contacts, privileges, changes in levels, points, IEP goals and objectives are determined by the Student Checklist scores. The Student Checklists are copied each week and sent home to the parents. Additionally, the staff keep track of time-outs in the classroom, property destruction, fights and any incidents where a student required physical restraint, and time spent in Pre-Level (in-school suspension).

Attendance Report Form: The attendance report form is taken from the Student Checklists and Pre-Level data (in-school suspension). This report compares the percent of time a student spends in the classroom and in Pre-Level (in-school suspension), with the total percent of time spent at school.

Quarterly Student Progress Report: This report summarizes all information from the Master Student Checklist. The form is maintained by the secretary and includes a section for comments and changes in levels. The form is maintained in the student IEP notebook, and is sent home quarterly to parents. It is a very discreet measure of the degree of external control necessary for a student to maintain at a specific level of appropriate behavior as measured by the Student Checklist.

Program Evaluation Report: This report measures the school's success in enabling students to systematically progress from an external to internal focus of control. Physical restraint and re-entry to regular school placement (full-time mainstreaming) are the opposite extremes of this continuum.

Figure 4

Multnomah Middle School

Program Evaluation Report

	Total Program	Quarters				Total	Level 1	Quarters				Total	Level 2	Quarters				Total	Level 3	Quarters				Total
		1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4	
Enrollment	Attendance						Attendance						Attendance						Attendance					
	Enrollment (actual)						Enrollment (actual)						Enrollment (actual)						Enrollment (actual)					
	Enrollment % Increase						Enrollment % Increase						Enrollment % Increase						Enrollment % Increase					
External Controls	Time-Outs in Classroom						Time-Outs in Classroom						Time-Outs in Classroom						Time-Outs in Classroom					
	% Time in Pre-Level						% Time in Pre-Level						% Time in Pre-Level						% Time in Pre-Level					
	% Time in Classroom						% Time in Classroom						% Time in Classroom						% Time in Classroom					
	Physical Restraints						Physical Restraints						Physical Restraints						Physical Restraints					
	Leaving School Without Permission						Leaving School Without Permission						Leaving School Without Permission						Leaving School Without Permission					
Aggression	Fights						Fights						Fights						Fights					
	Property Destruction						Property Destruction						Property Destruction						Property Destruction					
Behaviorial Progress	Levels Changes upward						Levels Changes Upward						Levels Changes Upward						Levels Changes Upward					
	Levels Changes Downward						Levels Changes Downward						Levels Changes Downward						Levels Changes Downward					
	Mainstream Students 1/2 Time						Mainstream Students 1/2 Time						Mainstream Students 1/2 Time						Mainstream Students 1/2 Time					
	Mainstream Students Full Time						Mainstream Students Full Time						Mainstream Students Full Time						Mainstream Students Full Time					
	Student Checklist Totals						Student Checklist Totals						Student Checklist Totals						Student Checklist Totals					

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter:

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Program	Behavioral Characteristics							
	Mild Acting Out	Severe Acting Out	Severe Conduct Disorder	Mildly Withdrawn	Severely Withdrawn	Strange/Bizarre	Drug/Alcohol	Attendance/Truancy Tardy/Dropout Only
37. Hiring Practices in Eugene	X	X	X	X	X			
38. Guidance Team Approach — Vale	X	X		X	X			X
39. Mainstreaming Efforts — Klamath Falls	X			X				
40. Student Advocates Inspire Learning	X	X		X	X			

37.

Program:	**Contact:**	**Level:**
Hiring Practices in Eugene	Thomas Maloney Eugene SD 4J 200 N Monroe St Eugene, OR 97402-4295	Elementary Middle High School

Criteria: There are five criteria for hiring teachers of students who are SED in Eugene.

- Successful applicants must be behavioral in their orientation. There is ample literature demonstrating that behavioral interventions are not only a successful approach to bringing about changes in beha.ior, but tha: positive changes in behavior result in positive changes in self-esteem.

- One of the very successful strategies for helping children and youth learn new information is direct instruction. All teachers working with students who are SED in Eugene must be skilled in direct instruction techniques. These techniques are considered critical in teaching academic skills, social skills and new behavioral patterns.

- Eugene 4J looks for teachers who are especially interested in working with students who are SED. One evidence of this interest is that the teachers are looking in particular for jobs that have to do with teaching students who are SED.

- Another criteria for SED teachers is that they have strong communication skills. Teachers must be able to work with regular and special education teachers. This means that they should be personable and able to articulate their ideas and strategies well for working with students who are seriously emotionally disturbed.

- Finally, prospective teachers must be able to design, implement and evaluate a single subject behavior intervention. All students placed in self-contained classrooms due to chronic behavior problems must have a behavioral IEP. The IEP is designed to meet the student's specific behavioral needs within various school settings. To successfully integrate students who are SED, the teacher must teach students to meet or exceed the academic, social and behavioral demands that exist within mainstream settings. Because each student has unique behavioral needs and because school environments vary to such a high degree, teachers must be able to analyze students' needs within the context of specific school environments and design behavior change programs that increase the likelihood of success in mainstream settings.

Applying teachers are interviewed and may be asked to demonstrate their abilities during the interview. Written documentation of the above skills is not as important to the interviewing committee as the ability to demonstrate those skills.

If an applicant who meets all of these conditions is not found, the job is not filled. Positions are held open as long as necessary in order to find the "right teacher."

Propsective teachers must have a behavioral orientation, be skilled in direct instruction, be interested in students who are SED, have strong communication skills, and be able to design behavior change programs that work.

38

Program:	Contact:	Level:
Guidance Team Approach — Vale	Dave Enright Vale Elementary 403 "E" St W Vale, OR 97918	Elementary Middle School

Purpose: Staff report that this program is an effective alternative to hiring a full-time guidance counselor. It helps establish a support system for teachers with troubled children. It has also helped to establish bonds with outside agencies and is critical in defining the roles and responsibilities of staff and others in working with students who have severe emotional disturbances.

This approach has helped to establish bonds with outside agencies and is critical in defining the roles and responsibilities of staff and others in working with students who are SED.

The Guidance Team: The Guidance Team consists of five classroom teachers, one teaching specialist (which could be from the LRC for example) and the building principal. The principal serves as a coordinator and expeditor. All scheduling, memos and minutes of the meetings are his responsibility and are kept in his private file. Other members are assigned certain duties, for example research, a visit to a doctor, a visit to a former teacher or assistance to a current teacher.

Procedures: A teacher who has a student with a behavior problem, a learning problem, or any situation requiring support contacts the team for an appointment. Prior to the scheduled meeting time the teacher is given a student profile form and case study guideline. These two items require detailed and extensive information, and require several hours to complete. Approximately one week prior to the meeting, team members receive a copy of the student profile and case study for familiarization.

At the scheduled meeting the classroom teacher is present to interpret and respond to team members. The information is processed by a DATA technique. That is, the team begins by listing data facts only. The data is appraised and from this a plan is formulated. The teacher is responsible for implementing the plan. Later, a follow-up meeting is scheduled, at which time the teacher provides feedback. The team and teacher evaluate the effectiveness of the initial plan. Depending on the feedback, new or modified procedures are recommended. The case is continued until the teacher and/or team recommends that the case become inactive.

Other Services: If a clinical approach is needed, the parent is contacted and informed of this recommendation. The parent may then utilize the county psychologist or may choose the school to initiate family counseling through the Mental Health Division. Other services, such as Children's Services Division or the Juvenile Justice System, may also be brought into the assistance plan.

Compensation: All meetings are conducted after school and all members of the counseling team and teachers bringing the referrals are compensated for their time. Vale Elementary presently pays $10 per hour.

Cross-Age Tutoring: Although cross-age tutoring is not a new concept it has many advantages and is used with many variations in Vale. The purpose of cross-age tutoring is to do something that will boost the self-image of both an older child who can offer tutoring and a younger child who needs assistance. It can also be used to focus groups on common projects.

The purpose of cross-age tutoring is to do something that will boost the self-image of both an older child who can offer tutoring and a younger child who needs assistance.

At Vale, for instance, students in some grades research topics and give extensive presentations to students in lower grades. Individual students in upper grades read to students in lower grades, or are given assignments such as creating and teaching a new game to young children. Cross-age tutoring is also used with adaptive physical education classes.

The success of the cross-age tutoring program is attributed to a great deal of planning, preparation and monitoring on the part of one or more certified instructors. For example, all presentations are reviewed and practiced before they occur. A great deal of time goes into the selection of students who can benefit from a tutoring experience. Initially, staff kept lists of characteristics of successful tutors and by using the lists were able to improve their selection process.

39

Program:	Contact:	Level:
Mainstreaming Efforts in Klamath Falls	Robin Porter Mazama High School 3009 Summers Lane Klamath Falls, OR 97603	High School

Types of Students in the Program: This program serves students who have been identified as trainable mentally handicapped (TMH), seriously emotionally disturbed (SED), and learning disabled (LD).

Philosophy: The mainstreaming efforts in Klamath Falls assist students with special needs to participate in the normal routines of school life while learning to adjust to rules and regulations. As a result, students receive a quality education that enables them to be successful and achieve their full potential.

Integration in the Resource Room: Students with special needs are placed both in regular classrooms and the resource room for varying amounts of time (one to six periods) during the school day. Each student receives support in the regular classroom from a peer tutor. Placement in the resource room is determined through evaluation and conferencing with parents.

Students with special needs are placed both in regular classrooms and the resource room for varying amounts of time (one to six periods) during the school day.

Mainstreaming in Regular Classrooms: Students who are SED or LD are enrolled in selected required courses. Many students work for modified credit rather than A-F grading. Removing the pressure of grades is very important for many of these students to be successful. The students who are identified as TMH participate in selected elective courses such as cooking, physical education, industrial arts, health and business classes. They are also graded on an S-F scale which will enable them to receive a certificate and participate in graduation.

After-School Support: Students who are SED or LD participate in after-school classes twice a week from 3:30-5:30. The first hour is used for tutoring and the second hour is devoted to group counseling and career counseling.

Modified Diploma: A student who is on an individualized education program (IEP) may receive a modified diploma. The student participates in courses that are identified by the counselor, resource specialist and principal. Modified credit is earned (S-F grading). A student earning more than eight modified credits and meeting all state and local course requirements receives this diploma. This modified diploma is designed to relieve pressure on the student who is in school every day but because of reading or attentional deficits would otherwise fail.

40.

Program:
Student Advocates Inspire Learning (SAIL) in North Clackamas School District

Contact:
Jorie Ellis
Department of Special Education
North Clackamas SD
1903 SE Oak Grove Blvd
Milwaukie, OR 97267

Level:
High School

Program: The SAIL program is a multi-faceted program developed to provide case management services for high-risk special education students. It is an advocacy program which targets academic and personal goals for students. Further, it helps students learn new ways of behaving in the school milieu that are more successful and rewarding while recognizing that present behaviors are the student's best attempt at dealing with problems s/he experiences at school.

Each of the three high schools in the North Clackamas School District has a SAIL program with one student resource specialist on staff having a caseload of 15 students. Each school's program is somewhat different due to the specialist's own style and the specific needs of students and the school. All three programs have the following core aspects:

1. **Students Served:** All SAIL students must be on an Individualized Education Program. All students are certified as emotionally handicapped and/or learning disabled. All students are evaluated and approved for SAIL program participation by the multidisciplinary team.

2. **SAIL Groups:** Students meet every day in small group sessions. Curriculum covered in groups includes survival skills, drug abuse prevention, problem-solving/ decision-making skills, assertiveness training, social skills, taking responsibility, communication skills, goal setting/scoring and increasing positive self-esteem. Group activities also include basic rap sessions, study days and game days. All SAIL students are eligible for receiving school credit based on performance.

3. **One-To-One Support:** Students receive private counseling/crisis intervention from SAIL staff.

4. **Teacher Contact:** SAIL staff stay in contact with students' teachers to monitor progress and to provide support when/if needed.

5. **Agency Contact:** SAIL staff stay in contact with other agencies working with students to monitor progress and coordinate treatment plans.

6. **Parent Contact:** SAIL staff stay in contact with parents to monitor progress in the home environment and share information concerning school performance.

7. **Goal Attainment Scaling:** All students are required to set academic and personal goals in writing which are reviewed in detail with students and scored and discussed in groups every week.

8. **School Psychologist Support:** The school psychologist participates as a group member once a week and provides clinical supervision for SAIL staff.

This program helps students learn new ways of behaving in the school milieu that are more successful and rewarding while recognizing that present behaviors are the student's best attempt at dealing with problems s/he experiences at school.

Entry Criteria: Students enter the program each year after having been screened by the special education team (all special education personnel, the SAIL coordinator, school psychologist and a school administrator). The students are evaluated and prioritized in the following areas of need: (1) behavioral, at school and home; (2) emotional, at school and home; (3) attendance and academics; (4) possibility of positive change; and (5) effect of discontinuing SAIL or not providing initial services.

Exit Criteria: Students exit the SAIL program in the following ways: (1) successful completion of Individual Education Program, meaning re-entry into mainstream classes and a regular program or successful completion of high school with graduation; or (2) services are discontinued due to student inability or unwillingness to participate, in which case, all alternative placement options are considered prior to exiting the program.

Replication: The following areas need to be addressed when starting a SAIL program:

1. **Staff Support:** The coordinator needs to develop a good working relationship with all school personnel — principals, counselors, teachers, nurses, janitors, cafeteria workers, secretaries, etc. This network must be developed within each school in order to retain students in the school.

2. **Targeting Dysfunctional Aspects of Student's Life:** Staff can work continuously with the student and all other significant persons. It is important that specific problems are identified and targeted and that a significant level of rapport be built with the student.

3. **Confronting/Supporting Role:** The SAIL coordinator must remain as objective as possible in working with students. This function requires providing direct and objective behavioral feedback to students and facilitating development of realistic goals and solutions to problems.

4. **Severity of Emotional Problems:** Some students will not be able to benefit from SAIL services. When this occurs, staff must identify other appropriate services as effectively and efficiently as possible.

5. **Coordination:** Administrative and staff support must be available in order for the SAIL program to have credibility in the school. The most difficult aspect of the SAIL program is coordinating all of the people and services that are provided — uniquely — to an individual student. To be successful, coordination requires a high level of skill in communication and consultation by the SAIL teacher.

Juvenile Court Systems

In addition to exemplary and innovative approaches to support for students who are seriously emotionally disturbed in **educational** settings, the project reviewed the Juvenile Court Systems in Oregon. This section presents descriptions of several systems that were recommended by educators who completed an SED survey which asked for information about exemplary programs. The Juvenile Court Systems in this section include:

- Youth Service Teams of Grants Pass, La Grande, Malheur County and Marion County
- Community Alternative to Commitment Hazards (Project CATCH) of Lane County
- Intensive Probation Programs in Lane County and Benton County
- The Natural Family Preservation Project in Klamath Falls
- The Court School in Marion County

Youth Service Teams

Youth Service Teams are used in counties throughout Oregon to help agencies coordinate their support for students who are at risk of or have already entered the juvenile court system. Four locales were mentioned as having strong Youth Services Teams by educators.

La Grande Youth Services Team
Contact: Clarke Peterson

In La Grande, agency representatives, parents and school staff meet regularly to discuss and provide for the conditions of probations for students who have entered the juvenile court system. Their purpose is to develop a sense of how each organization works and to keep updated about the programs that are in place through each agency.

Agencies, in particular, spend time developing strong recommendations for judges in order that probation can be tailored to the individual student. Some staff feel that the judges are particularly sensitive to individual needs when assigning terms of probation and that part of this sensitivity is because the Youth Service Team is able to make well-thought-out recommendations to the judge.

Grant. .'ass Youth Services Team
Contact: Virginia Olson

Youth Services Teams in Grants Pass are made up of staff from the Mental Health Division, juvenile counselors, school counselors, public health counselors and others. They meet every other week to discuss both students who are on probation and those they feel are in danger of being on probation. They report that the bulk of the students they discuss are not in the court system.

The goal of each meeting is to review progress in providing services and to leave the meeting with at least one task that someone will do for each student who is discussed. They feel that be coordinating their efforts in this way, they avoid conflicts in services such as scheduling problems that often arise when multiple agencies are involved.

Malheur County Youth Services Team
Contact: Dave Enright

The Youth Services Team (YST) in Malheur County meets once a month. It includes staff from the Mental Health Division, Children's Services Division, an at-risk counselor from their ESD, and each junior high and high school in the area. If students are involved with **any** agency, they are discussed during the YST meetings. The team reviews progress for each student with particular emphasis on the role of the school. Terms of probation are shared among agencies, and staff may share information about families or particular difficulties that arise. They feel that the team has been extremely successful in allowing agencies to coordinate services for students who are involved with juvenile courts.

Marion County Youth Services Team
Contact: Vicky Boquist

The mission of the Youth Services Team in Marion County is to deal with youth and families when they first become involved in the juvenile department. Staff report that if they can work with a student on a first delinquent referral or a status offense such as runaway or curfew, and get students into counseling, the team can make a difference and deter students from getting into more serious trouble.

Members Participation on the Youth Services Team varies depending on the school, but usually includes a counselor, a vice principal, a drug and alcohol specialist, a mental health specialist, someone from a police agency and a representative from the juvenile department. The team focuses on what can be done at school to change the child's environment or teacher. The team may try to identify ways to get a family into counseling or parents into parenting classes.

Services The Youth Services Team meets every two weeks. At these staffings, names of students are brought up by the Mental Health Specialist, school staff, the Alcohol and Drug Specialist or the probation officer. They discuss individual students and try to develop a plan for providing some support. The probation officers know a lot about resources that are available in a community. They know who is doing the counseling, and costs, locations and any funding that might be available. The Mental Health Specialist can provide therapy on a short-term, 90-day basis. Suicide assessments are always a priority and these students always receive immediate services.

If students are in the probationary process they may develop a 30-day contract in which specific behaviors at school or at home are identified and targeted for change. The team may require students with delinquent referrals to respond in some way to their referral. For example, students may have to write an essay about some topic that relates to their referral, make an apology, do community service or write a paper. One student who has a history of misusing the 911 number had to write an extensive paper on 911 — its history and use — and reportedly did not abuse the number again.

The Youth Services Team is also active in school programs — elementary to high school — and works with topics such as drugs, alcohol and feelings, and conducts groups on adolescent problems.

Community Alternative to Commitment Hazards (Project CATCH) of Lane County
Contact: Rob Selven

Programs offered through the Juvenile Court System in Lane County are designed to keep students in the community, and avoid the hazards of commitment to institutional facilities. The Community Alternative in Commitment Hazards project is a community-based approach to students who would ordinarily be committed to a state training program.

Students are referred to the program by the court system or are considered very high risk. Most students are male between the ages of 16 and 18; there are a few females in the program. Students are placed in the program for a six to eight month period of time. The program has eight components and students participate in each.

1. Students have individual counseling on a weekly basis.
2. They also participate in family counseling.
3. A vocational training segment offers school training and job placement with support from staff. Jobs are usually located through the Employment Division which coordinates job placements with several community sites.
4. There are several educational options available to students in the CATCH program. Students who are under 16 must remain in their public school programs and for this reason many students attend their neighborhood school with monitoring and support from project staff. High school completion programs, such as GED, provide alternatives to the regular school curriculum. In Eugene both 4J school district and Lane Community College offer alternative programs.
5. An outdoor recreation program provides opportunities to build self-esteem while participating in hiking, skiing, biking and other activities.
6. Daily group therapy gives students a chance to confront each other and work on building good peer relationships.
7. Because many of the students in the program are older, there is an emphasis on independent living, and older students are taught how to search for apartments, develop budgets and manage money.
8. Finally, students who are committed to the program by the courts often have community service to perform as a condition of their referral. Part of this program is to supervise the completing of community service hours. This work occurs on weekends and usually involves work for the city such as park cleanup or setting up booths for a fair; or meeting community needs such as mowing lawns or stacking firewood for elderly people.

The program is considered very cost effective: estimated cost of placing a student at the state training facility for one month is $3,200 — this program costs about $60. Staff feel that the program is very successful. Data over a ten-year period shows that only 10 percent of the students have gone on to a secured facility while 90 percent have been able to remain in the community. Records show that 62 percent of the students in the program have had no other recorded criminal activities.

Intensive Probation Programs

Two Intensive Probation Programs were recommended during this study.

Lane County Intensive Probation Program
Contact: Alice Rosasco

Students in intensive probation in Lane County have numerous law violations. This means that standard probation is not working and students are at risk of out-of-home placement or placement in the State Training School. The purpose of the program is diversion — to provide whatever support it takes to keep students out of the training school and in their community schools.

Some students are enrolled in regular school programs; a large majority are enrolled in SED classrooms; some are enrolled at the alternative school, "Lane School," offered by the school district; some students are in home school situations. Staff work to transition all students back to regular schools. There are usually about twenty to thirty students in the program at a time. The range in ages is 13-18 and the average age is between 14 and 16.

Support may take many forms. It may mean encouraging students or providing a tutor after school to help with homework; if a student's grades are not good enough they may be assigned a private tutor. Staff usually make sure that school assignments flow through them so they know what is expected and can plan ways to support each student. Staff may also work with parents to teach them to check that students are finishing their homework in the evenings.

Staff may also go to a student's house to work with them or they may bring them to the staff facility. Students are reinforced for following through with any programs — staff may take them out for hamburgers or go on ski trips, and there is a newsletter in which progress by individual student name is recognized.

Benton County Intensive Probation Program
Contact: Catherine Jones

The description is taken from the Intensive Probation Manual of Benton County Juvenile Department, written by Catherine Jones, Juvenile Court Counselor.

The Intensive Probation Program in Benton County is offered as an alternative to placement outside the community. It provides supervision and an opportunity for students to change those things which are leading to law-violating behavior.

The goals of the program are (1) to protect the community by preventing continued law-violating behavior of youth, and (2) to act in the best interests of youth by providing services, supervision and guidance which will facilitate a student's development.

Services Four areas are targeted because they are felt to benefit many youth:

- **Treatment** Two local providers have contracted with the Juvenile Department to provide individual and family psychotherapy to those youth and families referred by the Intensive Probation Counselor. Each family is asked to pay a portion of the fees, as they are able. The majority of the costs are covered by the Juvenile Department.
- **Education** Special education services are available to those students on an individual education plan through Corvallis School District 509J. The Juvenile Department contracts with the school district to provide a vocational education program through one of the high schools. Individual tutoring is available through the Intensive Probation Program for any student who requests services. Tutoring may be required for students who are failing classes in school.
- **Employment** The Juvenile Department has contracted with a local nursing home to provide summer employment to youth on intensive probation. Youth receive minimum wage for forty hours of work per week. Although the Juvenile Department reimburses the provider for wages spent, each youth is expected to fulfill all the requirements of a regular employee.
- **Recreation** Funding is available on an individual basis for recreational activities. This may include: team sports, classes in music, art, language or any area which is of special interest to the students and which provides a healthy social experience.

Conditions of Probation Youth have contact with the Juvenile Department at least once a week unless increased or decreased by the Juvenile Court Counselor. All youth are expected to attend school on a full-time basis (full-time employment is acceptable if the person is over the age of 16). All youth are expected to participate in some form of counseling. Youth with a history of drug and/or alcohol abuse must undergo a drug/alcohol evaluation and complete any recommended treatment. The Juvenile Court Counselor and/or Drug and Alcohol Treatment Therapist may require urinalysis for drug and alcohol use. All youth may be seen randomly at their home, school or place of employment. Youth who leave the Benton County area for longer than 24 hours must notify the Intensive Probation Counselor in advance. All youth are expected to participate in the summer activities program and everyone is expected to participate in some activity of their choice, for instance sports, acting lessons, music lessons or a community college course. Additional requirements may be added on an individual basis depending upon the specific needs of the youth and family.

Outcomes Since the implementation of the intensive probation, staff report that there has been a marked decrease in the number of out-of-home placements, commitments to state training schools and repeat law violations.

Natural Family Preservation Project
Klamath County
Contact: Harold Bailey

The Natural Family Preservation Project (NFPP) is a comprehensive program of intervention and treatment of youth judged to be at-risk of becoming more deeply involved with the juvenile justice system. Components of this approach include assessment, counseling, parent training, employment and recreational activities.

Goals of the project include:
- Preservation of the family unit
- Least restrictive intervention in the lives of the families
- Family participation in the treatment plan
- Treatment in the community
- Reduction in the use of detention for juveniles

Youth Served 164 youth and their families were served by the project in 1986. At least 120 juveniles and their families participated in 1988. Project staff note that for the same amount of money, three of four youth could be housed at the State Training School. The target population is juveniles who are considered by county juvenile authorities and by project staff to be at risk of being institutionalized because of their own behavior. They are not, however, considered dangerous to themselves or others. In addition to being high-risk, NFPP staff must determine that there is a high probability that their program will help to reduce delinquent behavior.

The program provides support to youth who have been formally sentenced to NFPP by the Juvenile Court, who are on formal probation and are referred to NFPP by the Probation Officer and youth who are clearly delinquent and at-risk but have not been referred by either the Juvenile Court or a Probation Officer.

Services The project includes four ongoing counseling groups, two parent training classes, a work program for 30 participants, utilization of the YMCA twice weekly with about six youth per session, one outdoor activity per month, and psychological evaluation and assessment.

Counseling is available to individuals, groups and families. Individual counseling offers an opportunity for youth to discuss issues they consider private or personal. Counseling groups are used so that youth can share with peers their observations about their circumstances, their perceptions about the cause of their difficulties, and their aspirations and plans for improving their circumstances. One of the counseling groups specifically focuses on sex offenders. Family counseling stresses the factors which may be producing delinquency — for example, permissiveness, overprotection, poor communication, scapegoating, social isolation and antisocial behavior in parents.

The goals of the recreational program are to present a challenge for youth to overcome, to develop an improved self-concept and to teach teamwork. Organized recreational activities at the local YMCA include basketball and weight training. Organized outdoor activities include cross country skiing, white water rafting, bird watching and cave exploring.

Youth in the work program are paid county employees. Work projects have included furniture refinishing and paper recycling.

Staffing NFPP relies on volunteers for much of its work. A volunteer has co-led therapy groups; two volunteers have supervised work crews; several volunteers have supervised recreational activities. Project staff include a project coordinator, a youth activities specialist, two part-time therapists, a half-time staff psychologist and a part-time staff psychiatrist.

Outcomes In the great majority of cases NFPP youth have remained in their families, with a high degree of family participation in their treatment. Commitments from Klamath County to state training schools have declined.

Marion County Court School
Contact: Susan Farley

The Court School in Marion County is an educational alternative for adjudicated youth. Students attend the Court School for up to 90 days through a court order. Staff report that they work with students who are considered the highest risk for committing law violations and who may have severe social or emotional problems. The county pays for half of the program, schools pay for the other half. There have been about 77 students ages 12 through 17 in the program this year. They come from all over Marion County.

Purpose The Court School is basically a program to change behavior in school. Students are taught the behaviors that can help them be successful in regular school programs. In addition, school staff work with the academic performance of students and try to bring it up to grade level. Instructional time is spent on reading, writing, math and study skills. The curriculum is individualized and focuses on each student's strengths and weaknesses. Because the Court School offers a full range of coursework, students can get high school or middle school credit for the time spent in the program.

In addition to academic and study skills, each student participates in a "sociology" program. The program consists of group discussions about areas that are relevant to students in crisis: drugs, family, communication and suicide. The materials are not sequential, rather it is an open-entry and open-exit curriculum. The materials are repeated several times during a school year and students enter or leave the curriculum as they enter the program.

The Banking System Students have a banking system in their classrooms to emphasize the cause and effect of their behaviors. They are paid a certain amount of "money" in a "checking account" for attending school, completing their home work and following directions. A school "bank" issues checks to the students based on the balance in their account. At the same time, students must pay rent for their desk, access to electricity or the phone. If they want to buy extra paper or pencils they must write a check on their checking account. If students act out, they must write checks to pay for their behavior.

The purpose of the banking system is to teach students that people are not against them. Students are able to learn about the relationship between their behavior and the outcome. In addition, students can earn early dismissal from school. Normal dismissal time is 3:30. As a reward, if students complete all their homework and daily assignments for a week, have had appropriate behaviors throughout the week, and have come to school on time they can leave at 1:30 on Fridays. At the same time, if these conditions are not met, students must stay until 4:30.

Art Class Staff at the Court School feel that the art program is especially strong. The teacher approaches art from a fine arts standpoint. The coursework includes not only art literature and art history — but students also participate in plays, readings and music. They study art and learn techniques such as sculpting. The teacher approaches art as a subject and a course in which students need to be involved and views art as a whole approach to living that can be seen in the way you dress, the colors you choose to wear, clothing and other fads, and the lines, color, and sense of movement in a car.

Students are taught to see that art is everywhere, every day. They talk about why it feels better in a light or bright room than a dull room. They develop an awareness of how colors make us feel. This approach highlights what is important and relevant to these students and, as a result, staff note that students in the art class feel good about themselves.

Transitions to Public Schools After 90 calendar days there is a court review of a student's performance and students are usually transitioned back to regular schools. The transitions occur at academically appropriate times — for instance, the beginning of a new term. For this reason, some students may need to stay a little longer until a natural break in classes occurs.

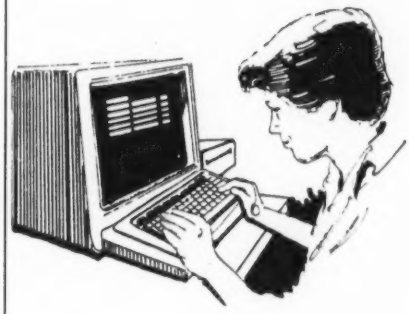
The staff at the Court School emphasize the importance of their work with regular public schools. They believe that schools know the coursework at Court School meets state requirements. Students always work on the content that is required in their public schools. The only difference is that they may be doing the work at their functioning grade level. For this reason, students do not lose course credits when they attend Court School.

When transitioning a student back to public schools, Court School staff try to make a placement where the student will succeed. They try to place each student in a good basic program with a teacher who has a tolerance for some "silly stuff." If they can find such a teacher, experience has shown that the student will probably make it through the school program.

To help students succeed in public schools the Court School has or is trying to develop a number of different resources. There are some transition classrooms which have a tighter structure than regular classrooms and can help support study skills. There is currently a drop-in center where adjudicated youth can go during the day; staff are currently trying to fund one at night. There are also attempts to develop a tutoring network with a phone number that students can call to get help with their homework at night.

Night Classes Students who are full-time in restitution or full-time in a public school and have been referred by case workers through CSD or by probation officers can attend night classes. They can receive a General Education Diploma or high school credit in the courses. Sometimes students come for study skills help or help in writing a research paper and staff may try to help them pull the pieces of their paper together.

Effect of Consequences Staff describe the Court School as clearly a punishment and students know that they have no choice but to attend. Staff say that students often come in angry and hostile with a big chip on their shoulder and an attitude of "I'm going to act really bad so no one will pick on me." They say it takes about two weeks for the student to realize that the program is there for accountability and structure and that it is "firm, fair, honest and consistent." Staff believe that the program communicates an attitude of "We won't hurt you and we won't allow others to hurt you — it's a safe time."



Students do their work because there are consequences. A student is never kicked out of the school. If someone causes trouble they might have to spend more time at school — but they won't be kicked out. The basic rule is that students must stay at school until their work is finished. The staff may use night school, after school time and before school time if they feel it is needed.

Towards the end of the 90 days, when students have had a chance to deal with issues, staff believe that students feel good about themselves. They say that students have a feeling that they have earned their way out. Staff describe how many students want to stay and may act out to try and stay. This underlines not only the importance of a good transition program to move students back to public schools, but also the need to develop ways that students can still have safe environments.